

Listening to Australia – Intermediate provides a variety of texts for intermediate level students of English. The texts include casual conversations as well as interviews, oral presentations and complex transactions. They are based on authentic discourse offering highly realistic Australian language.

The book is divided into 8 units based on topics of human interest which contextualise the listening tasks. The units are:

- All in the family
- Somewhere in my youth
- We are what we eat
- Getting of wisdom
- Our brilliant careers
- No place like home
- Crime and punishment
- It pays to ask

Listening to Australia – Intermediate provides:

- highly relevant listening texts
- activities which focus on comprehension and spoken language features
- an answer key
- tapescripts

Listening to Australia – Intermediate includes a student's book and audio cassette or CD.

ISBN 073101880-X



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LISTENING TO AUSTRALIA

INTERMEDIATE

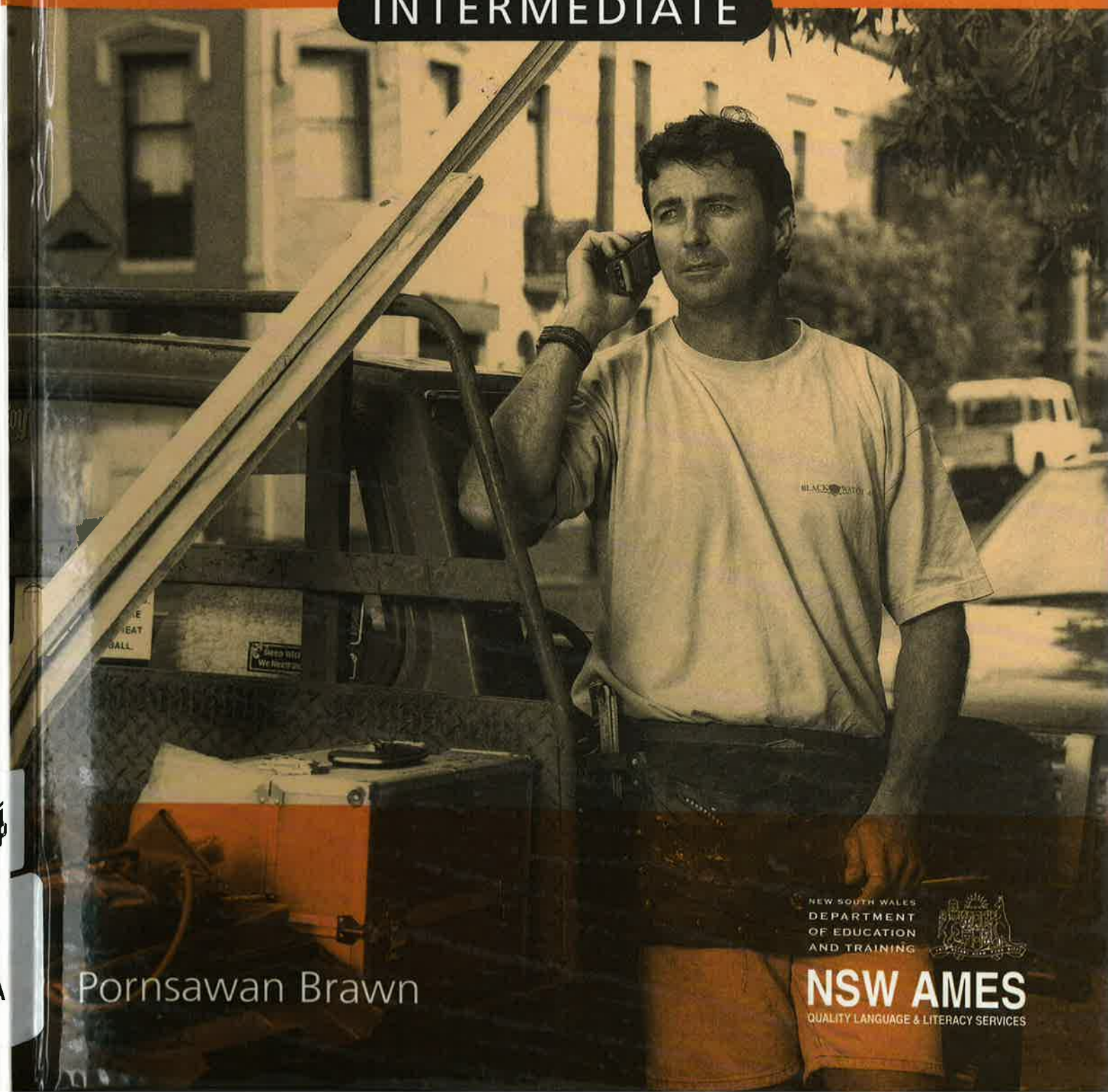
Pornsawan Brawn



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LISTENING TO AUSTRALIA

INTERMEDIATE



Pornsawan Brawn

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



NSW AMES
QUALITY LANGUAGE & LITERACY SERVICES

LISTENING TO AUSTRALIA

INTERMEDIATE

Pornsawan Brawn

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



NSW AMES
QUALITY LANGUAGE & LITERACY SERVICES

NSW AMES 2002

Published by the NSW Adult Migrant English Service
84–86 Mary Street
Surry Hills NSW 2010
Australia

© NSW Adult Migrant English Service 2002

First published 2002
Reprinted 2004

ISBN 0 7310 1880 X Book
ISBN 0 7310 1881 8 Cassette
ISBN 0 7310 1916 4 CD

Cover and text design by Simon Leong Design, Sydney
Printed by Southwood Press, Sydney
Cassette production by Audioscapes, Sydney

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Acknowledgments

The author would like to thank the members of the writing team for their professional advice and support:

Susan Delaruelle – Project Manager

Helen de Silva Joyce – Editor

Kerrie Mann – Proofreader

I am grateful to the following people who allowed me to record authentic dialogues: Matt Jacobs and Kerry Evans from Sydney Aquarium; Geoff Miller, Deborah Hyam, Wayne Hawley and the students of the hospitality class at Baulkham Hills TAFE; Senior Constable Kaylene Wade of Castle Hill Police Station; Anne-Marie Harris, Department of Housing (Maroubra); David Jaffé, Beverly Powell and parents of Castle Hill High School; Maureen McDermott, Deborah Corbett, Joan Peeve, John Williams, Sue O'Drescoll, Ken Graham, Alan Flett and James Pheby.

Original transcript of the Radio National program *Life Matters* adapted and reproduced by kind permission of the Australian Broadcasting Corporation.

I would like to thank the teachers who took part in the trialling of the material and contributed their professional advice and time. They are Susie Llewellyn, Rae Litting, Peggy Win and Annette Finlayson.

The author would like to thank the actors whose dedication to detail and suggestions made the recording authentic and interesting. They are Terry Bader, Valerie Bader, Penny Cook, Peter Flett, Glen Hazeldene, Darrell Hilton, Gillian Hyde, Kim Lewis, Antonia Murphy and Tony Taylor. Thanks also to Joel Ma and Pip Norman for their music.

I would like to thank the following people who agreed to appear in the photos: Daisy Ayoub, Tony Butterworth, Louise Rutter, Nell Butterworth, Lizzie Butterworth, Con and the other Commercial Cookery students at East Sydney TAFE, Stephen Corbett, Immacolata Fonti, Ivan Gluch, Les Gyorfi, Kegworth Primary School students, Morelia Menjivar, Cherly Miles, parents at Newtown North Public School, the Rowley and Lee families, Niroo Soni, Constable Alicia Undzillo, Kyi Kyi Wai, Rose Ussia, Anne-Louise Wirth, Yeqin Zuo.

I am grateful to the following organisations which permitted us to take photographs on location: Kegworth Primary School, Leichhardt; East Sydney TAFE, Darlinghurst; The National Art School, Darlinghurst; Bar Tosca, Surry Hills; Surry Hills Police Station; Belvoir Street Theatre, Surry Hills.

The author and publisher are grateful to the following illustrators and photographers:

Robin Appleby for illustrations

Cover photograph Stuart Bryce

Lisa Hogben, photographer: pp 1, 19, 35, 49, 55, 89, 103, 117, 118, 122

Graham Lee: p 7, Michael Roll: p 26, Summer Hill Films: p 58, Stuart Bryce: p 67

The author would like to acknowledge the inspiration and support of her family and friends: Ray, Kimberley, Melisa, Ryan, Tiger, Ollie, Cedric, Chippa, Roger Hawkey and Ernst.

Introduction

This resource has been designed to provide listening practice for intermediate level students of English.

The workbook

The workbook is divided into eight units, each loosely following a topic. Each unit presents a range of activities which focus student attention on the social purpose and language elements of spoken discourse. Students are asked to think about the contexts of language use, to predict what they will hear, to listen globally to the texts and to listen for specific meaningful chunks within the discourse. The workbook also contains an answer key and transcriptions of the recorded texts.

The audio recording

The recorded texts cover a range of text types from casual conversational to transactional and formal texts. The texts have been recorded onto cassette tape and CD.

To the teacher

This resource has not been designed as a course book but to supplement classwork and each unit stands alone. The learners are encouraged to listen to the text as many times as they need to.

Each activity in this workbook has been signposted to mark the focus of the particular exercise. The learners will also have an opportunity to learn about the strategies used in casual conversations such as turn-taking, topic shifts and useful idioms and colloquialisms.

The topics have been carefully chosen and designed to reflect the issues in our lives and society. The learners should be encouraged to follow up the listening activities with group discussions based on the relevant topics.

To the student

If you use this book to practise your listening, follow these instructions:

- Choose a unit you are interested in.
- Listen to the tape or CD as many times as you need to.
- Do the activities.
- Check the answers in the back of the book.

You are advised to listen to the way people talk in real-life situations. For example, speakers may stop and start the sentences again or repeat things. The strategies you will learn from this workbook may help you to understand how conversations work in English.

You may find it helpful to read the transcriptions in the back of the book **BUT** don't do this until after you have listened to the conversation many times. If you read the transcriptions as you listen then you are not practising your listening skills.

Using the CD

Each dialogue has been allocated a separate track on the CD. The dialogues, track numbers and track lengths are set out in the table below.

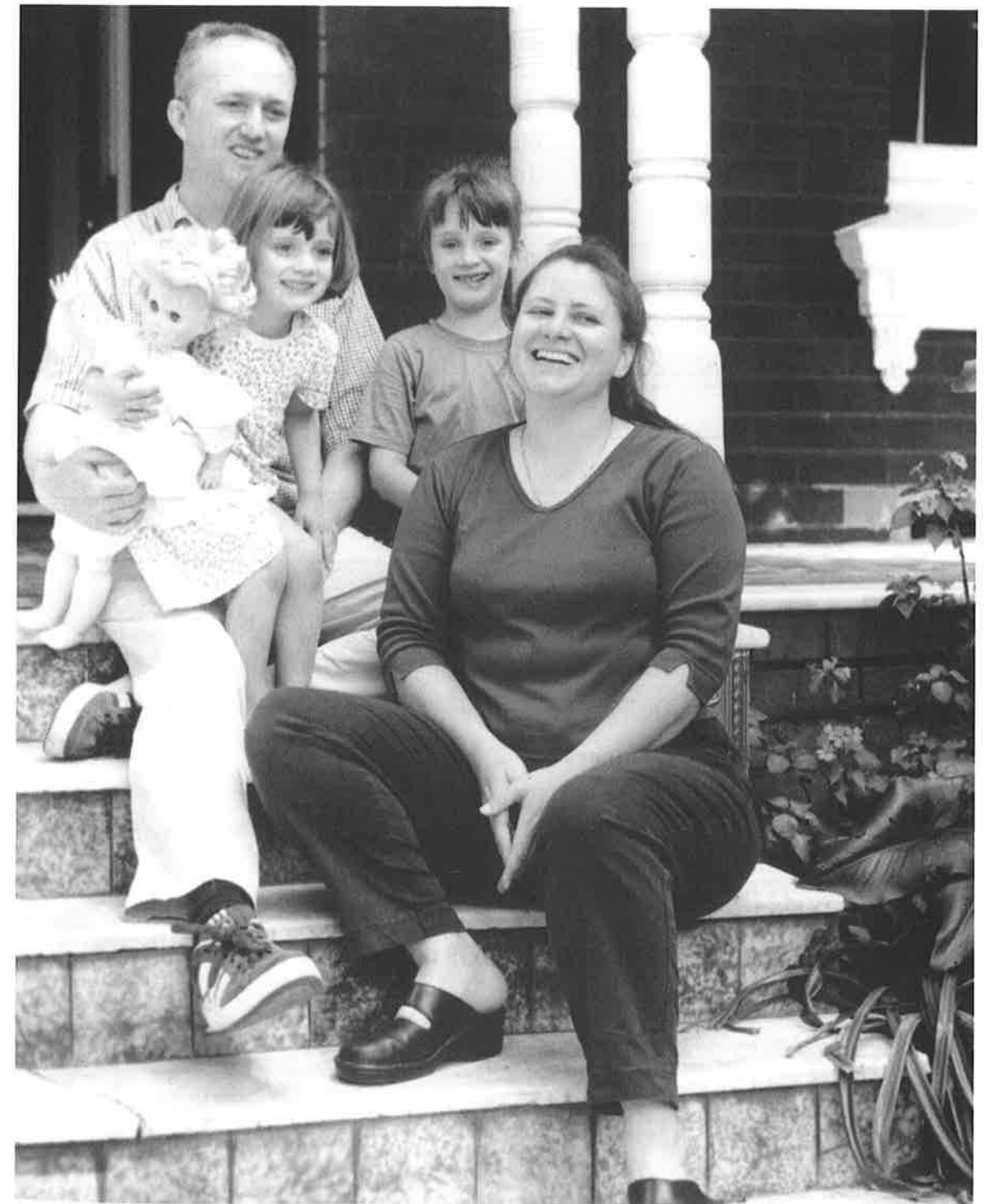
Dialogue	Track number	Length of track
1A	2	2:07
1B	3	2:06
1C	4	2:22
1D	5	2:41
2A	6	3:01
2B	7	2:08
2C	8	3:10
3A	9	2:15
3B	10	2:16
3C	11	3:11
4A	12	2:30
4B	13	2:18
4C	14	2:53
4D	15	2:56
5A	16	2:39
5B	17	2:51
5C	18	2:00
5D	19	3:12
6A	20	2:58
6B	21	2:57
6C	22	2:55
7A	23	2:45
7B	24	2:23
7C	25	2:20
8A	26	3:40
8B	27	2:30
8C	28	3:06

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UNIT 1

All in the family



Long time no see

Vocabulary preparation

- 1 *Long time no see* is an idiom. Look in a dictionary of idioms or ask an English speaker what it means. Answer these questions. When do you say it? Who do you say it to?
- 2 Read the words in the box. Check that you understand their meanings. Use your dictionary or ask another student. Write the words under the best heading.

congratulations	six and a half pounds	a hectic year
a barbecue	business	a beer
a little miracle	drop in	snowed under
booming	adorable	

baby

congratulation

work

business

birthday party

a hectic year

Global listening

- 3 Listen to the tape. Tick the correct answers below.
- a What is the relationship between the speakers?

- ☐ family members
☐ strangers
☐ work colleagues
☒ friends

- b What is the purpose of their talk?

- ☐ to make a business deal
☒ to catch up with each other
☐ to gossip



Conversation topics

- 4 Listen to 1A again. Number the topics in the order you hear them. The first one has been done for you.

- a ☐ family barbecue
 b ☐ new-born baby
 c ☐ work/business
 d ☐ teenage children
 e ☐ taking time off work
 f ☒ greetings

- 5 Listen to 1A again. How do the speakers introduce these topics?

- a New-born baby

Doug: _____

- b Teenage daughters

Doug: _____

- c Business

Ian: _____

Telling the facts

- 6 Listen to 1A again. Are the statements right or wrong? Tick yes or no.

- | | Yes | No |
|---|-------------------------------------|--------------------------|
| a Ian's baby was born on Christmas Day. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b Ian is an excited and happy parent. | <input type="checkbox"/> | <input type="checkbox"/> |
| c Ian's other children are in their teens. | <input type="checkbox"/> | <input type="checkbox"/> |
| d Ian and his wife chose a short name for the baby. | <input type="checkbox"/> | <input type="checkbox"/> |
| e Ian has a long surname. | <input type="checkbox"/> | <input type="checkbox"/> |
| f Ian's wife was very busy last year. | <input type="checkbox"/> | <input type="checkbox"/> |
| g Ian took time off work to be with the family. | <input type="checkbox"/> | <input type="checkbox"/> |

- 7 Listen to 1A again. Tick the information that is true for Doug.
- a ☐ Doug has three teenage daughters.
 - b ☐ His daughters are always on the phone.
 - c ☐ They want mobile phones.
 - d ☐ They never do their homework.
 - e ☐ They are now working after school to save money.
 - f ☐ Boys often come around to see them.
- 8 Listen to 1A again. Tick the correct answers.
- a Why did Ian and Doug address each other as mate?
 - ☐ to show friendship
 - ☐ to express humour
 - ☐ to be polite
 - b Doug asked the girls if they wanted to see ACDC with him. What is ACDC?
 - ☐ a rock band
 - ☐ a football team
 - ☐ a film
 - c When Doug invited his girls to see ACDC, why did they look at him as if he were a Martian?
 - ☐ they were angry with their father
 - ☐ they were upset
 - ☐ they thought ACDC was old fashioned
 - d Where did Doug go on his holiday?
 - ☐ Pearl Beach
 - ☐ Penrith
 - ☐ Perth

Expressing feelings

- 9 Listen to 1A again. Circle the words Ian uses.
- a A little baby girl, six and a half pounds, ten fingers (two arms/ten toes).
 - b That's right. Little (miracle/treasure).
 - c She's so (beautiful/gorgeous).
 - d She's (adorable/beautiful) though.
 - e I tell you, I can't take my eyes (off/from) her.
 - f I can barely (take/tear) myself away.

Giving feedback

- 10 Listen to 1A again. Tick the feedback Ian gives Doug.
- a She's going to want a birthday present and a Christmas present.
 - ☐ Oh don't, don't start.
 - ☐ Oh no!
 - ☐ I know.
 - b Course they both want mobiles now.
 - ☐ Oh no!
 - ☐ Oh yes.
 - ☐ Poor you!
 - c I just needed to get away so we went to Perth after Christmas.
 - ☐ Terrific!
 - ☐ Great!
 - ☐ Good.
 - d It's Jim's birthday.
 - ☐ Oh really.
 - ☐ Oh yes.
 - ☐ Ah, right.
 - e So drop in for a beer.
 - ☐ Sounds good.
 - ☐ Great!
 - ☐ Sure.

Conversation strategies

11 Listen to 1A again. Tick what the speakers are doing, when they say these things.

a Ian, mate. Good to see you.

☐ leave taking ☐ agreeing ☐ greeting

b G'day mate.

☐ greeting ☐ introducing ☐ disagreeing

c I know exactly what you mean.

☐ disagreeing ☐ inviting ☐ agreeing

d Do you want to drop in?

☐ inviting ☐ taking leave ☐ requesting

e Oh yes, sounds terrific.

☐ accepting ☐ inviting ☐ refusing

f So drop in for a beer.

☐ requesting ☐ inviting ☐ disagreeing

g See you then. Bye.

☐ leave taking ☐ giving feedback ☐ greeting

Idioms

12 Match the underlined expressions from the conversation with the meanings on the right.

a I can't take my eyes off her.

• saying it is bad

b They looked at me as if I were a Martian.

• come over

c Business was booming.

• wanting to look at her all the time

d I mean, I'm not knocking it.

• very busy

e Cheryl was feeling a bit snowed under.

• increasing or doing well

f So drop in for a beer.

• a strange person

1B

Extended family



Vocabulary preparation

1 Match the underlined expressions you will hear in the conversation with meanings on the right.

a He's just going to be bored to death.

• united

b Happy but broke.

• British immigrants whose passage to Australia was paid

c He lost a lot of money after the crash.

• complaining

d Ten-pound poms.

• a sudden collapse of the stock market

e It was all that bitching.

• no money, bankrupt

f We have a really close-knit family.

• extremely bored

Global listening

2 Listen to the tape. Tick the correct answers below.

a How many speakers can you hear?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

b What is the relationship between the speakers?

☐ strangers ☐ work colleagues ☐ close friends

c What are the people in this dialogue talking about?

☐ their fathers ☐ relatives

☐ plans for the weekend ☐ neighbours

Sequencing events

3 Listen to 1B again. Teresa talks about her father's life. Number the events in the correct order. The first one has been done for you.

- | | |
|--|--|
| a <input type="checkbox"/> He arrived in Australia. | f <input type="checkbox"/> He went to England. |
| b <input checked="" type="checkbox"/> He was born in Malaya. | g <input type="checkbox"/> The Japanese invaded Singapore. |
| c <input type="checkbox"/> He met his future wife. | h <input type="checkbox"/> He went to India. |
| d <input type="checkbox"/> He was put in an orphanage. | i <input type="checkbox"/> He got a job with the RTA. |
| e <input type="checkbox"/> He retired from work. | j <input type="checkbox"/> He worked in a factory. |

Joining pieces of information

4 Listen to 1B again. Match the events in A with the reasons in B.

- | | |
|---|--|
| A | B |
| a After his retirement, Margaret's father was broke | • because the Japanese invaded Singapore. |
| b Teresa's father loved his job | • because he hated the cold in England. |
| c Teresa's father escaped to India | • because he lost a lot of money after the stock market crash. |
| d Teresa's father decided to come to Australia | • because he was grateful to have it. |

Telling a recount

5 Listen to 1B again. Teresa is telling her father's story. When we tell recounts we usually use the past tense. Fill in the past tense verbs. The first one has been done for you.

Well, Dad was born in Malaya but he _____ only ten when the Japanese _____ Singapore. He _____ to India, _____ up in an orphanage. Of course he _____ end up getting much of an education.

He eventually _____ across to England.

That's where he _____ Mum. Oh, luckily she

_____ some education, she'd _____ high school. Anyway Dad _____ a job in a factory but he _____ England, he just always really _____ the cold. Finally they _____ to come to Australia.

Telling the facts

6 Listen to 1B again. Teresa talked about her family on her mother's side. Tick the information which is correct.

- a ☐ Her relatives live in Ireland.
- b ☐ There's thousands of cousins on her mum's side.
- c ☐ Some of her relatives visited her in Australia.
- d ☐ She doesn't feel like she belongs in the extended family.
- e ☐ She likes gossiping with them.
- f ☐ Her relatives often bitch about each other.

Conversation strategies

7 Listen to 1B again. When Margaret stresses the underlined words, what is she doing? Tick the correct answers.

- | | |
|-------------|---|
| a Teresa: | He has been in the RTA for 35 years. |
| Margaret: | <u>Thirty-five years!</u> |
| | <input type="checkbox"/> expressing disbelief |
| | <input type="checkbox"/> using humour |
| | <input type="checkbox"/> strongly agreeing |
| b Margaret: | He took up an interest in the stock market. <u>Happy but broke!</u> |
| | <input type="checkbox"/> expressing disbelief |
| | <input type="checkbox"/> using humour |
| | <input type="checkbox"/> strongly agreeing |

c Teresa: Well, as they say, *You can choose your friends but you can't choose your relatives.*

Margaret: So right!

☐ expressing disbelief

☐ using humour

☐ strongly agreeing

Giving feedback

8 Listen to 1B again. Tick the feedback that you hear.

a Margaret: He lost a lot of money after the crash.

Teresa: ☐ Um. ☐ Oh well. ☐ Oh no.

b Margaret: Ten-pound poms.

Teresa: ☐ Yeah. ☐ Right. ☐ Yep.

c Teresa: Dad got the job with the RTA. He's been there ever since.

Margaret: ☐ Oh no. ☐ Oh wow. ☐ Oh well.



A lot on her plate

Vocabulary preparation

1 *A lot on her plate* is an idiom. Look in a dictionary of idioms or ask an English speaker what it means. Answer these questions. What does it mean? When do you say it?

2 Tick the words which have a similar meaning to the underlined words.

a How's work going? Are you settling in okay?

☐ feeling comfortable ☐ getting paid enough

b Have you got a shift tomorrow?

☐ work ☐ classes

c One's job should be a priority over one's party time.

☐ as important as ☐ more important than

d I don't get rostered off.

☐ days off work ☐ overtime

e You don't get called any more when you keep knocking back work.

☐ being lazy at work ☐ refusing to work

Global listening

3 Listen to the tape. Tick the correct answers below.

a How many people are talking?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

b Who are the people?

☐ friends ☐ work colleagues ☐ family members

c What is the main topic of conversation?

☐ boyfriends ☐ school work ☐ work ☐ films

d How would you describe the relationship between the sisters?

☐ friendly ☐ supportive ☐ competitive

Changing topics

4 Listen to 1C again. In the dialogue, Mum tries to change the topic twice.

a Write down what Mum says.

i Ah, hey, Kimmy, _____, darling, with the girls?

ii Ah Kimmy, have _____ tomorrow, darling?

b Why did she try to change the conversation? Tick the correct answer.

☐ to give an opinion

☐ to start a fight

☐ to avoid a fight

Making inferences

5 Listen to 1C again. Some of the speakers express their ideas indirectly. Are the statements true or false? Tick the correct box.

	True	False
a Kim likes her job.	<input type="checkbox"/>	<input type="checkbox"/>
b Mum encourages Kim to go out with friends.	<input type="checkbox"/>	<input type="checkbox"/>
c Mel loves to do school work.	<input type="checkbox"/>	<input type="checkbox"/>
d Mum and Dad encourage Mel to go out more.	<input type="checkbox"/>	<input type="checkbox"/>
e The boss wants Kim to work more shifts.	<input type="checkbox"/>	<input type="checkbox"/>
f Kim is also a student.	<input type="checkbox"/>	<input type="checkbox"/>
g Dad wants Kim to work.	<input type="checkbox"/>	<input type="checkbox"/>

Expressing opinions

6 Listen to 1C again. Each person in the story has his /her opinion. Tick who thinks what.

	Kim	Mel	Dad	Mum
a Bosses find it difficult to get good workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Work is boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c It's important to have a balance between work, study and fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Homework is boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Work is good for everyone. One should be grateful to have a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Kim has more freedom than her sister.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Expressing feelings

7 Listen to 1C again. Circle the words the speakers use.

- a I started work at five o'clock this morning. I'm (tired/exhausted).
- b You know this really (smells/stinks).
- c Ha, I actually don't think I've got a (chance/choice)!
- d Oh yes, but come on dad. I need some time off. This is really (unkind/unfair).
- e Well I think you're being very (mature/immature) actually, Kim.

Conversation strategies

8 Listen to 1C again. What are the speakers doing when they say these things? Tick the correct box.

- a I know exactly what you mean.
☐ agreeing ☐ clarifying ☐ complaining
- b You have to understand where he's coming from.
☐ sympathising ☐ criticising ☐ arguing
- c I don't want to talk about this any more. It's a waste of time.
☐ complaining ☐ disagreeing ☐ being sarcastic
- d I'm a bit lost here. What's unfair about all of this?
☐ being sarcastic ☐ clarifying ☐ agreeing
- e I want to have a life.
☐ agreeing ☐ disagreeing ☐ complaining
- f Don't criticise me.
☐ criticising ☐ complaining ☐ disagreeing

Idioms and colloquialisms

9 Write the idioms or colloquialisms from the conversation which mean the following.

- a To be really bad or unfair

- b To see things from someone else's point of view

- c Not following or understanding

- d To want to enjoy oneself

- e To go and have fun and enjoy oneself

1D

Old age

Vocabulary preparation

- 1 Read the words in the box. Check that you understand their meanings. Use your dictionary or ask another student. Then write the words under the best heading.



insurance	checkout	rego
shuffle about	no-stopping sign	supermarket
trolley	licence	poor love
mixed up	four-wheel walker	

shopping

elderly mother

driving

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Global listening

- 2 Listen to the tape. Tick the correct answers below.

- a How many people are talking?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

- b What is the relationship between the people?

☐ friends ☐ strangers ☐ family members

- c Where are they?

☐ in the office ☐ at a tennis match ☐ at a dinner party

- 3 Listen to 1D again. What are the people talking about? Number the topics in the order you hear them. The first one has been done for you.

- a ☒ 1 a birthday
b ☐ elderly people want to remain independent
c ☐ the nursing home
d ☐ parking illegally
e ☐ mix up at the supermarket
f ☐ giving up a driver's licence

Telling the facts

- 4 Listen to 1D again. Are the statements true or false? Tick the correct box.

- | | True | False |
|---|--------------------------|--------------------------|
| a Ken's mother's birthday is on the 4th. | <input type="checkbox"/> | <input type="checkbox"/> |
| b Ken's mother is ninety-one years old. | <input type="checkbox"/> | <input type="checkbox"/> |
| c Ken's mother has an excellent memory. | <input type="checkbox"/> | <input type="checkbox"/> |
| d Pauline got confused at the station. | <input type="checkbox"/> | <input type="checkbox"/> |
| e Pauline took someone else's shopping to the checkout. | <input type="checkbox"/> | <input type="checkbox"/> |
| f Ken's mother has to clean her own unit. | <input type="checkbox"/> | <input type="checkbox"/> |
| g The nursing home residents go on regular outings. | <input type="checkbox"/> | <input type="checkbox"/> |
| h The residents go to the shops once a week. | <input type="checkbox"/> | <input type="checkbox"/> |
| i Ken's mother gave him the bad news that someone had died. | <input type="checkbox"/> | <input type="checkbox"/> |

Telling recounts

5 Listen to 1D again. Ken tells three recounts about his mother. Number the events in each recount in the correct order. The first one has been done for you.

a Ken's mother has a birthday.

- i ☐ Ken's mother realised that she got her birthday mixed up.
- ii ☒ Ken went to see his mother in the nursing home.
- iii ☐ Ken told his mum that her birthday was on the following Saturday.
- iv ☐ Ken's mother thought that no one phoned her on her birthday.

b Ken's mother drives her friends to the shopping centre.

- i ☐ Ken's mother parked in a no-stopping zone near the post office.
- ii ☐ Her friends told her that she could not park there.
- iii ☐ Ken's mother drove some old ladies to the shopping centre.
- iv ☐ Ken's mother told her friends that she did not mind stopping the car there for them.

c Ken's mother gives up her driver's licence.

- i ☐ Ken's mother decided to hand in her driver's license.
- ii ☐ A truck ran into the back of Ken's mother's car.
- iii ☐ Ken's mother telephoned him.
- iv ☐ Ken was pleased that his mum decided to give up driving.

Keeping the conversation going

6 Listen to 1D again. Complete these interactions by filling in the missing questions. Use the questions in the box.

- Oh how old was she then?
- What? A bit like a motel?
- Is your mum still mobile?
- How old is she, Ken?
- Do they have social outings for the residents?

a Ken: She said, *Oh I got things mixed up.*
Pauline: Oh the poor love!

Ken: She's ninety-one.

b Pauline: I ended up at the checkout with someone else's trolley. Oh, I felt silly.

Ken: Oh she shuffles about, you know.

c Ken: The staff they come in, they clean up after her, they vacuum. All that sort of stuff.

Alan: Oh, like it's a self-care unit.

Ken: Yes, yes.

Pauline:

Ken: Oh they've got all sorts of social activity for them.

d Ken: What's that Mum? Is someone dead? She said, *No, I'm going to hand my licence in.*

Pauline:

Ken: Oh, I don't know. Well she was well and truly into her eighties.

Expressing opinions

- 7 Listen to 1D again. According to Ken, older people should stop driving. Tick Ken's reasons.
- a ☐ It's cheaper to catch a cab.
 - b ☐ You don't have to pay car insurance.
 - c ☐ Your family can drive you.
 - d ☐ You don't have petrol costs.
 - e ☐ You don't have to pay car registration fees.
 - f ☐ It is easier to travel by train.
 - g ☐ You don't have to pay for a driver's licence.

Idioms and colloquialisms

- 8 Match the underlined expressions with meanings on the right.
- | | |
|--|-------------------------------|
| a I'm not even 50 and I <u>get muddled</u> . | • certainly, definitely |
| b My mum was driving some of <u>the old birds</u> to, in her car | • give up |
| c I'm going to <u>hand</u> my license <u>in</u> . | • get confused |
| d She was <u>well and truly</u> into her eighties. | • is sure about what he wants |
| e It's going to be cheaper to <u>catch</u> a cab. | • old women |
| f He <u>knows his own mind</u> . | • to take |

UNIT 2

Somewhere in my youth





First day at school

Vocabulary preparation

- 1 Tick the words which have a similar meaning to the underlined words.
- a Mum bought me a little case to take to school.
☐ a little box ☐ a little bag
- b I couldn't believe Mum would leave me with all these strangers.
☒ people who were starting school ☐ people I didn't know
- c Children are better prepared these days because they go to preschool.
☒ childcare ☐ tutoring
- d We changed schools five times before I settled down.
☐ stayed in one place ☐ stayed home
- e That's what we used to play in during the school recess.
☐ school holidays ☐ mid-morning break

Global listening

- 2 Listen to the tape. Tick the correct answers below.
- a How many people are talking?
☐ 2 ☒ 3 ☒ 4
- b How many male speakers are there?
☒ 2 ☐ 3 ☐ 4
- c What are the speakers doing?
☒ sharing experiences ☐ giving advice ☐ giving instructions
- d What is the main topic of the conversation?
☐ hating school ☐ friends at school ☒ starting school

Describing places

- 3 Listen to 2A again. Complete these descriptions of the first school Greg went to.
- a It was a very _____ school, stuck out in the desert.
I mean the _____ was underdeveloped, of course, and all there were were scrubby _____ and the ground was littered with sand and _____ and that's what we used to play in during the _____ recess.
- b There weren't many. It was, it was a _____ small school.
I think it was _____ about twelve but there were _____ classes so the teacher had to, well, one teacher had to teach _____ seven classes at the same time.

Recalling feelings

- 4 Listen to 2A again. Tick how the speakers felt about their first day at school.
- a Greg: Mum bought me a little case and of course I got teased.
☐ angry ☐ miserable ☐ hate
- b Linda: She dressed me in my best dress Every one teased me.
☐ angry ☐ miserable ☐ hate
- c Gabi: I just arrived from Hamburg and I couldn't speak English.
☐ angry ☐ miserable ☐ hate

Telling the facts

5 Listen to 2A again. Tick yes or no about the speakers' experiences.

	Yes	No
a Greg went to a small school in Nullawil.	<input type="checkbox"/>	<input type="checkbox"/>
b Linda's mother made her wear a bright blue dress to school.	<input type="checkbox"/>	<input type="checkbox"/>
c Gabi had arrived from Hamburg when she started school.	<input type="checkbox"/>	<input type="checkbox"/>
d Greg's first school was on the coast.	<input type="checkbox"/>	<input type="checkbox"/>
e Greg went to a boarding school in Ballarat.	<input type="checkbox"/>	<input type="checkbox"/>
f Greg stayed at the boarding school during his holidays.	<input type="checkbox"/>	<input type="checkbox"/>
g Greg's parents were poor at the time.	<input type="checkbox"/>	<input type="checkbox"/>

Giving reasons

6 Listen to 2A again. Match the actions on the left with the reasons on the right.

a Greg got teased about his case	• because she thinks they're just as good.
b Linda wore her best dress	• because her family didn't settle down.
c Gabi went to five different schools	• because they were meant to be for girls.
d Linda sends her children to a public school	• because his mother thought it was better.
e Greg went to a private school	• so she was angry with her mother.

Reacting to what is said

7 Listen to 2A again. Tick the way the listeners react to what is being said.

- a Greg: I never did use that case again.
Gabi: ☐ I bet your teacher was angry.
☐ I bet your mum was pleased.
☐ I bet the kids were pleased.
- b Greg: One teacher had to teach all seven classes at the same time.
Gabi: ☐ Wow!
☐ No!
☐ Really?
- c Vince: Oh no let me tell you. It still happens. Even in the city. Teachers...
Linda: ☐ When?
☐ Where?
☐ What?
- d Greg: I boarded there during the school term and came home during my holidays.
Vince: ☐ How's that, ha!
☐ How about that, ha?
☐ How do you like that, ha!
- e Vince: It's a classic case of the public system versus the private system.
Greg: ☐ No it's not.
☐ No way.
☐ Not really.
- f Linda: I think we'd do better saving for when they're at university.
Gabi: ☐ Oh that's a good idea.
☐ Oh that's a great idea.
☐ Oh that's not a bad idea.

Thinking and remembering

8 Listen to 2A again. Complete what the speakers say by filling in the mental verbs (verbs of thinking, feeling).

- a I can _____ my first day as though it were yesterday.
- b I _____ being very angry and tossing it down on the gravel and virtually ruining it.
- c I bet your mum was _____.
- d I _____ my first day at school.
- e I couldn't _____ Mum would leave me with all these strangers.
- f I _____ children are better prepared these days because they go to preschool.
- g I _____ my first day at school in Australia.
- h Yeah, it was all right but it was, you have to _____ that it was a very small school, stuck out in the desert.
- i I _____ it was only about twelve but there were different classes
- j Mum _____ I'd get a better education from a private school.
- k And you have to _____ the public school in the country was very under-resourced then.
- l Mm, our kids are at public school now, though, because we _____ that they're just as good.
- m Private schools are just so very expensive, and I _____ we'd do better saving for when they're at university.
- n My children are only small but I _____ I should start saving for their education now.

Idioms and colloquialisms

9 Match the underlined expressions with the meanings on the right.

- | | |
|--|----------------------|
| a I can remember my first day <u>as though it were yesterday</u> . | • located |
| b It was a very small school, <u>stuck out</u> in the desert. | • scattered untidily |
| c And the ground was <u>littered</u> with sand and bark. | • clearly |
| d So it was quite <u>a feat</u> for country school teachers in those days. | • a triumph |
| e It's <u>a classic case</u> of the public system versus the private system. | • a lot of money |
| f It cost Mum and Dad <u>a fortune</u> to send us there. | • a perfect example |

2B

East meets West

Vocabulary preparation

1 *East meets West* is a common expression. Ask an English speaker what it means. Answer these questions. What does East mean? What does West mean? What do you think this unit, called *East meets West*, might be about?

2 In this conversation one of the speakers talks about her Burmese background. Tick the words you think you might hear in this conversation.

- | | | |
|---------------------------------------|------------------------------------|---|
| <input type="checkbox"/> schooling | <input type="checkbox"/> food | <input type="checkbox"/> cultures |
| <input type="checkbox"/> belonged | <input type="checkbox"/> bigotry | <input type="checkbox"/> opportunity |
| <input type="checkbox"/> fair-skinned | <input type="checkbox"/> Kiwi | <input checked="" type="checkbox"/> Anglo-Burmese |
| <input type="checkbox"/> racism | <input type="checkbox"/> happiness | <input type="checkbox"/> travel |

Global listening

3 Listen to the tape. Tick the correct answers below.

a Where are the speakers?

- ☒ at work
☒ at home
☐ at a party

b What are the speakers doing?

- ☐ having a meeting
☒ having a break
☐ working

c What is the relationship between the speakers?

- ☒ friendly
☐ formal
☐ unfriendly



Telling the facts

4 Listen to 2B again. Answer these questions about Michelle.

a What is Michelle's background?

b What language does Michelle speak at home?

_____ *English*

c What type of food does Michelle eat at home?

d How old was Michelle when she came to Australia?

e How many brothers does Michelle have?

Giving reasons

5 Listen to 2B again. List three reasons why Michelle did not feel she belonged as she was growing up.

a _____

b _____

c _____

Responding to what people say

6 Listen to 2B again. Tick the way Michelle and Katrina respond to one another.

a Katrina: Where are you originally from?

Michelle: ☐ Mm, guess. ☐ Can you guess? ☐ Have a guess.

b Michelle: My parents are Anglo-Burmese.

Katrina: ☐ Oh nice! ☐ Oh, really? ☐ Oh cool!

c Katrina: You must really be able to relate to the Asian cultures.

Michelle: ☐ Oh, not much. ☐ Oh sometimes. ☐ Oh, not really.

d Katrina: After all modern-day Australians are from all sorts of different backgrounds, aren't they?

Michelle: ☐ Sure are. ☐ Certainly are. ☐ Ah exactly.

Talking about feelings

7 Listen to 2B again. Match the things Michelle talks about in A with her feelings about them in B.

A

- a Asian food
- b Asia
- c Her roots
- d Going to school
- e Australia
- f Being an Aussie

B

- fantastic
- comfortable
- love it
- Australian
- love it all
- really hard

Finding out about someone

8 Listen to 2B again. Katrina is interested to learn more about Michelle. Write the questions she asks about these topics.

a Michelle's country of origin

b The languages Michelle speaks

c The people Michelle knows

d Michelle's age when she came to Australia

e Michelle's schooling

Making contrasts

9 Listen to 2B again. Match the things which are contrasted in the conversation.

a I thought you might be from New Zealand

• But my background's here.

b I used to go with her sometimes

• But my roots are Australian.

c I had this romantic idea that I was part of it all.

• but you don't sound like a Kiwi.

d It makes it so easy to travel there.

• but they all spoke Burmese!

2C

Farm boy



Vocabulary preparation

1 Here are some noun groups you will hear in the conversation. The words are not in the correct order. Put the words in the correct order.

a good time a

b farm outback Queensland a in

c the drawer a bottom of drawers chest of

d living our standards

e own his farm

f odd excitement bit of the

g road gravel the

h glass the pump petrol

i good lurk a

j holidays the school

Global listening

2 Listen to the tape. Tick the correct answers below.

a How many people are talking?

☐ 3 ☐ 4 ☐ 5

b How many men are in the group?

☐ 2 ☐ 3 ☐ 4

c Where are the speakers?

☐ at work ☐ at home ☐ at a dinner party

d What is the main topic of conversation?

☐ life in the city ☐ life in the country ☐ life overseas

Conversation topics

3 Listen to 2C again. Number the topics in the conversation in the correct order. The first one has been done for you.

a ☐ Ray's father's farm

b ☒ 1 Type of wine

c ☐ Monika's cousin

d ☐ Ray's mother's car problems

e ☐ Ray's early life

f ☐ Request for more wine

g ☐ Growing up on a farm

Changing topics

4 Listen to 2C again. Complete the questions and statements which the speakers use to introduce or change topics.

a Mm, that's _____ wine, Monika. Thanks for that.

b Oh, has your cousin gone back to _____ yet, by the way?

c Hey, you know Ray's got a hankering to go back to the _____, do you?

d So what sort of farming did your _____ do?

e There was the odd bit of _____ though.

f But didn't you get _____?

g Is there any of that _____ left?

Telling the facts

5 Listen to 2C again. Are the statements right or wrong? Tick yes or no.

	Yes	No
a Monica got the wine from her local bottle shop.	<input type="checkbox"/>	<input type="checkbox"/>
b Ray would like to move back to the country.	<input type="checkbox"/>	<input type="checkbox"/>
c Ray's parents were living in NSW when he was born.	<input type="checkbox"/>	<input type="checkbox"/>
d Ray was born six weeks early.	<input type="checkbox"/>	<input type="checkbox"/>
e Ray's dad ran a dairy farm.	<input type="checkbox"/>	<input type="checkbox"/>
f Ray's mum's car caught fire when the radiator overheated.	<input type="checkbox"/>	<input type="checkbox"/>
g Ray's mother should have put water on the fire.	<input type="checkbox"/>	<input type="checkbox"/>
h Penny thinks they should buy a Ferrari.	<input type="checkbox"/>	<input type="checkbox"/>
i When Ray was little he helped round up the sheep.	<input type="checkbox"/>	<input type="checkbox"/>
j Penny would hate to live on a farm.	<input type="checkbox"/>	<input type="checkbox"/>

Telling a recount

- 6 Listen to 2C again. Complete Ray's recount about the trouble his mother had with the car by filling in the phrases of location. Use the phrases in the box.

- | | |
|--------------------------|-------------------------|
| • on all over the engine | • from under the bonnet |
| • in the distance | • on it |
| • from the gravel road | • from school |

There was the odd bit of excitement though. Like I remember one day Mum was coming to pick us up _____ one day and we saw her coming _____ when the car suddenly stopped and had smoke billowing out _____.

Well see stones had been thrown up _____ and ah, had busted the glass, um, petrol pump. The petrol had spurted _____ and the entire thing had caught fire!

Oh she was fine but you know, being a city girl she had no idea how to handle the situation!

Well she didn't know to throw sand _____ or smother it with the blanket. One of the locals came to our aid, drove us home.

Supporting the speaker

- 7 Listen to 2C again. Tick the way Colin and Monika support Ray as he talks about his life.

a Monika: ☐ So why were you born in Sydney, Ray?

☐ So were you brought up in Sydney?

Ray: Well I was Mum's first born and she was feeling very anxious about that and she wanted to be with her mum in Sydney, you know. Just as well, really. I was about 6 weeks premature.

b Colin: ☐ So why were you born in Sydney, Ray?

☐ So were you brought up in Sydney?

Ray: No no no no. Ah when I was strong enough, Mum took me back to the farm; things were pretty tough for them back in those early days, though.

c Monika: ☐ So what kind of farming did your family do?

☐ So what sort of farming did your father do?

Ray: Qh, Dad mainly grew wheat and ran a few sheep. He started out working for his uncle but eventually he got his own farm and ah, you know built a house on it.

d Colin: ☐ So you were a farm boy!

☐ So you were a country boy!

Ray: Oh I sure was. Have to say it was a bit dull most of the time.

Teasing

- 8 Listen to 2C again. In this conversation the speakers are friends and family. They feel comfortable to tease each other. Match the statement on the left with the teasing remark on the right.
- | | |
|--|---|
| a You know the place she loved most was the outback! | • At least we managed a cot for our first born. |
| b Do you know that my cot was the bottom drawer of the chest of drawers? | • Well of course not. |
| c Ah, we have improved our living standards somewhat since then, though. | • Get out your violins everyone. |
| d Oh she was fine but you know, being a city girl she had no idea how to handle the situation! | • Oh, that's a good lurk. |
| e Poor old Dad. He had to buy us a new car. | • Because she liked the nothingness! |

Idioms and colloquialisms

- 9 Listen to 2C again. Write the idioms and colloquialisms from the conversation which mean the following.
- a the shop where you buy alcohol

- b to want to do something very much

- c to begin a working life

- d broke

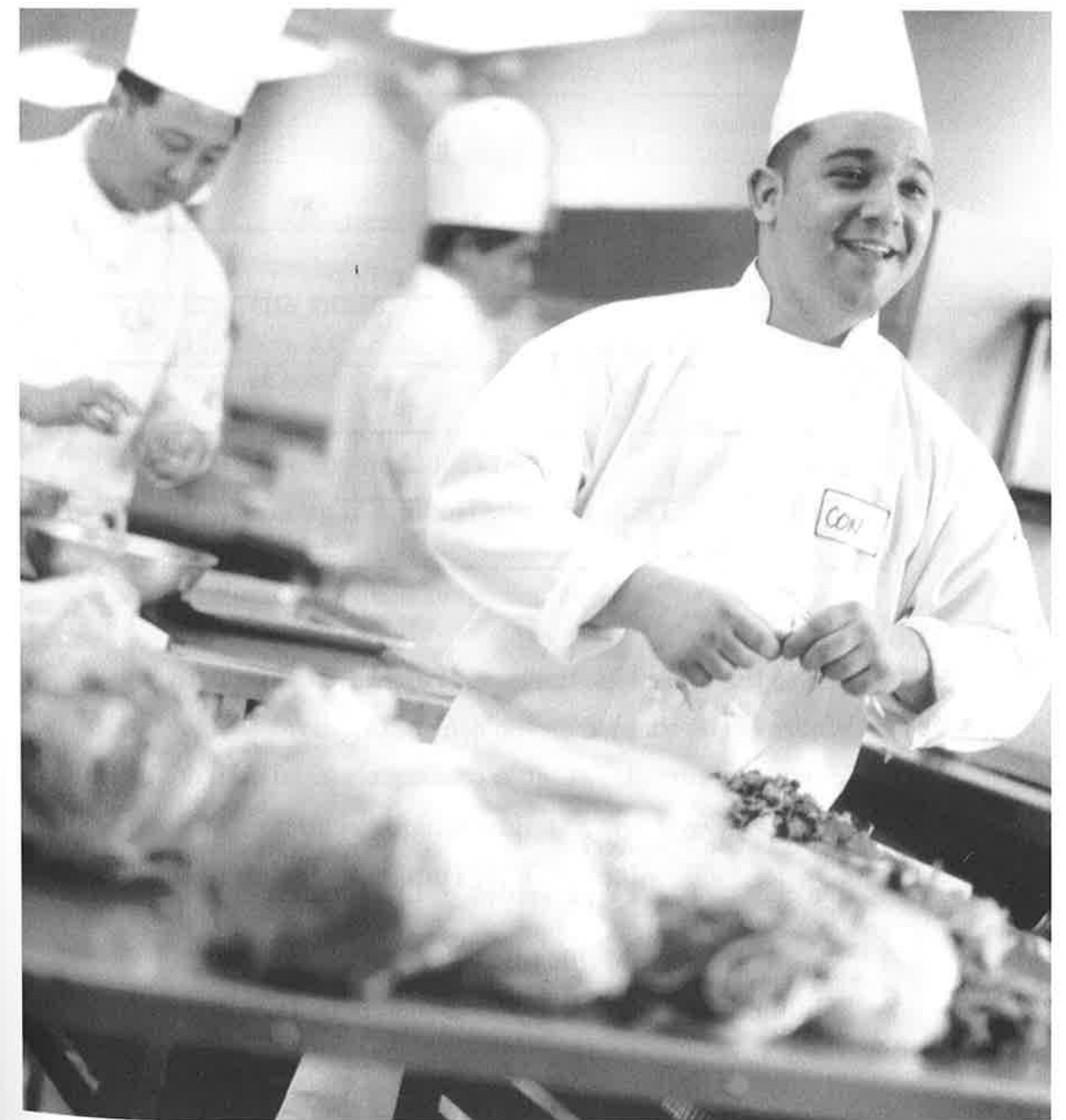
- e to help us

- f an advantage

- g never

UNIT 3

We are what we eat



How to make gazpacho soup

Vocabulary preparation

1 Here are some words you will hear on the tape. Put them in the correct category in the table below.

add	de-seeded	capsicum	bowl
cucumber	onion	blend	basil
tomatoes	stock	croutons	oven
peeled	vinegar	dry fry	garlic

Foods

Cooking
equipment

Cooking
actions

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Global listening

2 Listen to the tape. Tick the correct answers below.

- a Where is the speaker?
☐ in a restaurant ☐ in a cooking class ☐ in a TV studio
- b What is the speaker?
☐ a chef ☐ a TV presenter ☐ a teacher
- c What is the tone of this talk?
☐ humorous ☐ gossipy ☐ instructional

Sequencing instructions

3 Listen to 3A again. Number the steps in the correct order. The first one has been done for you.

- a ☐ Cut bread into pieces.
- b ☐ Blend the cucumber, tomatoes, onion and garlic.
- c ☒ 1 Cut up the cucumber and peel, de-seed and dice the tomatoes.
- d ☐ Dry fry the croutons in the oven.
- e ☐ Serve the croutons in a bowl with the soup.
- f ☐ Add stock and some olive oil.
- g ☐ Garnish with capsicum and cucumber.
- h ☐ Season with salt and pepper.

Telling the facts

4 Listen to 3A again. Are the statements true or false? Tick the correct box.

- | | True | False |
|---|--------------------------|--------------------------|
| a The recipe includes vinegar. | <input type="checkbox"/> | <input type="checkbox"/> |
| b The soup is pink because the chef uses canned tomatoes. | <input type="checkbox"/> | <input type="checkbox"/> |
| c Some gazpacho soups are dark red because they use fresh tomato. | <input type="checkbox"/> | <input type="checkbox"/> |
| d The chef adds twelve mls of olive oil. | <input type="checkbox"/> | <input type="checkbox"/> |
| e The bread is cut into pieces 6 mm by 6 mm. | <input type="checkbox"/> | <input type="checkbox"/> |
| f The basil goes in the soup. | <input type="checkbox"/> | <input type="checkbox"/> |
| g The soup is popular in Spain and Morocco. | <input type="checkbox"/> | <input type="checkbox"/> |
| h The last thing the chef adds to the dish is olive oil. | <input type="checkbox"/> | <input type="checkbox"/> |

Indicating sequence

- 5 Listen to 3A. Complete these instructions with the words which show the sequence.

- a _____ with, we've got the cut cucumber, tomatoes.
- b _____ I'm going to blend the tomatoes, cucumber, onion and garlic.
- c _____ add stock and part of the olive oil.
- d OK, _____ it's going to have the garnish of the capsicum.
- e OK and _____ to the croutons.
- f So with the croutons, _____ you just cut the crust off the bread.
- g _____ put the croutons over the top. Add some fresh basil there.

Giving opinion

- 6 Listen to 3A again. List three opinions the speaker gives about the soup at the end of his demonstration.

- a It's _____.
- b It's _____.
- c It's _____.

Using contractions

- 7 Listen to 3A again. Circle the contractions which the speaker uses.

- a So today (I'm/we're) going to make a few small dishes.
- b So (we've/they've) got everything here.
- c And the only thing I (don't/haven't) got in there is vinegar.
- d First (we're/I'm) going to blend the tomatoes, cucumber.
- e And then (we're/it's) going to have the garnish.
- f (We've/I've) cracked pepper on it as well.
- g (You'll/they'll) probably be quite surprised how mm, how nice that is.

3B

Food and fashion plate

Vocabulary preparation

- 1 *Fashion plate* is a colloquial expression. Look in a dictionary or ask an English speaker what it means. Answer these questions. What does the expression mean? What do you think this unit, called *Food and fashion plate*, might be about?



- 2 Look at the underlined words below. Look up the meaning of these words in a dictionary and write the meaning on the line.

- a She's a fashion designer.

Designer means _____

- b I ate a small serving of meat.

Serving means _____

- c She is convinced she is too fat.

Convinced means _____

- d She is gorgeous.

Gorgeous means _____

- e He was very rude.

Rude means _____

- f Meat is a good source of protein.

Protein means _____

- g You need vegetables for fibre.

Fibre means _____

Global listening

3 Listen to the tape. Tick the correct answers below.

a How many people are talking?

☐ 2 ☐ 3 ☐ 4

b Where are the speakers?

☐ in a restaurant ☐ at work ☐ in a meeting

c What is the topic?

☐ fashion ☐ overweight people ☐ food

d What is the relationship between the speakers?

☐ friends ☐ family ☐ workmates

Conversation topics

4 Listen to 3B again. Number the topics in the conversation in the correct order. The first one has been done for you.

a ☐ Fashion available in shops

b ☐ Types of diets

c ☐ Angela's friend's experience in a clothes shop

d ☒ 1 Gloria's sister's eating habits

e ☐ Ordering more food

f ☐ Jenny's friend who wants to be a model

Changing topics

5 Listen to 3B again. Complete the questions and statements the speakers use to introduce or change topics.

a My sister is _____ me mad.

b Well, I have a _____ who's in fashion.

c Mm, oh, I mean look at me. It's so hard to find clothes for a _____ sixteen!

d Look, a friend of mine, you know, they went into a _____ shop recently.

e Oh, look, I know that we should _____ what we eat but it's so hard.

f Shall we _____ more wedges?

Telling the facts

6 Listen to 3B again. You will hear about three women. Tick yes or no to these statements.

Yes No

Woman 1

a Gloria's sister is a fashion model. ☐ ☐

b Gloria's sister eats large meals. ☐ ☐

Woman 2

c Jenny's friend wants to be a model. ☐ ☐

d Jenny's friend is thin. ☐ ☐

e Jenny's friend doesn't eat much. ☐ ☐

Woman 3

f Angela's friend wanted to buy some clothes. ☐ ☐

g The shopkeeper said he would sell her some clothes. ☐ ☐

h The shopkeeper thought his clothes would look good on Angela's friend. ☐ ☐

Exaggerating

7 Listen to 3B again. Complete the exercises below.

a Circle the words the speakers use to exaggerate.

- i Every time we go out, she orders this (large/huge) meal, but she doesn't eat it.
- ii Well, she (desperately/really) wanted to be a model.
- iii But my friend (loves/longs for) her food.
- iv I mean, every time I see her I think, (*Gee! / Gosh!*) *What's she going to turn up in?*
- v She was (ferocious/furious).
- vi Oh, look, I know that we should watch what we eat but it's (really/so) hard.

b Complete this expression in which Jenny uses repetition to exaggerate.

It doesn't stop her from wearing, you know, the latest fashion clothes, _____ expensive, _____ fashionable and sometimes _____ ridiculous!

c Complete this question which Angela asks as a way of exaggerating.

How _____ is that?

Linking information

8 Listen to 3B again. In this conversation the speakers link chains of clauses using *but*, *because* and *and*. Link the clauses below in groups of three or four. The first one has been done for you.

- | | |
|--|--|
| She's a designer, | but she can't be |
| No, no. I mean she knows she's chubby | and was prepared to pay. |
| She argued she had very good money to spend | but, you know, I mean, every time I see her I think, <i>Gosh!</i> <i>What's she going to turn up in?</i> |
| Well, she desperately wanted to be a model | and she wants to look good in clothes |
| but every time we go out, she orders this huge meal, | because you know, models are slim and gorgeous. |
| and she doesn't feel great about it | but she doesn't eat it. |
| But the shop owner still said, No. | |

a *She's a designer and wants to look good in clothes, but everytime we go out, she orders this huge meal, but she doesn't eat it.*

b _____

c _____

d _____

Taking turns

9 Listen to 3B again. Tick the words which the speakers use to take a turn.

a When Jenny wants a turn to talk, she says:

- ☐ Well, I have a friend ☐ You see, I have a friend

b When Angela wants a turn to talk, she says:

- ☐ Look, I have this friend ☐ Look, a friend of mine

c When Jenny wants a turn to talk, she says:

- ☐ Oh, look, I know that ☐ Oh, look, we know that

Obesity in children

Vocabulary preparation

- 1 Here are some of the words you will hear on the tape. Match the words in A with their meanings in B.

A

- a research
- b obesity
- c epidemic
- d alarming
- e physical labour
- f processed food
- g calories
- h diabetes
- i blood pressure
- j joint problems
- k Indigenous
- l junk food
- m recreational facilities

B

- equipment for leisure activities
- working with the body
- units showing energy value of food
- the force of the flow of blood
- native to a place
- difficulties with ankles, knees, etc
- causing worry
- food with no nutritional value
- food that is not natural
- being very fat
- to study and document facts
- disease related to sugar in the body
- when many people have a disease

Global listening

- 2 Listen to the tape. Tick the correct answer.

- a Where are these people talking?

☐ at a conference ☐ at a meeting ☐ on the radio

- b What time of day is it?

☐ day time ☐ night time

- c What is the topic?

☐ overweight people ☐ overweight pets ☐ overweight children

Giving reasons

- 3 Listen to 3C again. What are the two main reasons Dr Gold gives for the increase in obesity in children and adults.

- 4 Listen to 3C again. Give examples of what people do and don't do which contribute to the problem.

People don't

People don't

People don't

People

People

People

Telling the facts

- 5 Listen to 3C again. Answer the questions by choosing the correct answers. There may be more than one correct answer.

- a What is the interviewer's name?

☐ Mary

☐ Kerry

☐ Sarah

- b Why do parents keep their children indoors?

☐ They want the kids to do homework.

☐ It is dangerous for kids to be outside.

☐ Kids should spend more time on computers.

- c What do prepared foods contain too much of?
- ☐ fat
 - ☐ sugar
 - ☐ carbohydrates
 - ☐ calories
- d What sorts of chronic diseases are children developing because of obesity?
- ☐ heart disease
 - ☐ cancer
 - ☐ diabetes
 - ☐ high blood pressure
 - ☐ stroke
 - ☐ problems with their joints
- e Which sectors of the Australian community have the highest rates of obesity?
- ☐ older migrant groups
 - ☐ less educated people
 - ☐ newer migrant groups
 - ☐ people on low incomes
 - ☐ Indigenous Australians
- f What happened in the US when they reduced the amount of TV kids watched?
- ☐ The kids got fewer diseases.
 - ☐ The kids got better marks at school.
 - ☐ The kids lost weight.

Making demands

- 6 Listen to 3C again. List three things Dr Gold says government and parents should do to reduce obesity in children.

Emphasising the seriousness

- 7 Listen to 3C again. Complete what the speakers say with the words which emphasise the seriousness of the problem.
- a According to medical research, obesity is _____ becoming the _____ serious and _____ disease among our children!
- b Now to discuss what lies behind the obesity _____ and what treatment can help to _____, I'm joined by Dr Thomas Gold.
- c The current figures on obesity among children and the adult population are quite _____.
- d A lot of _____ diseases that we'd normally associate with ah, middle and late age.
- e And, and in which sectors of the community are we seeing the _____ levels of obesity?
- f Mm, and you're asking the government to get involved in this as a _____ public health issue, aren't you?
- g The _____ needs to be taken _____.

Conducting an interview

8 Listen to 3C again. Write what Kerry says when she uses these strategies.

a When Kerry introduces the topic of the interview, she says:

b When Kerry introduces her guest, she says:

c When Kerry agrees with Dr Thomas about our changed lifestyles, she says:

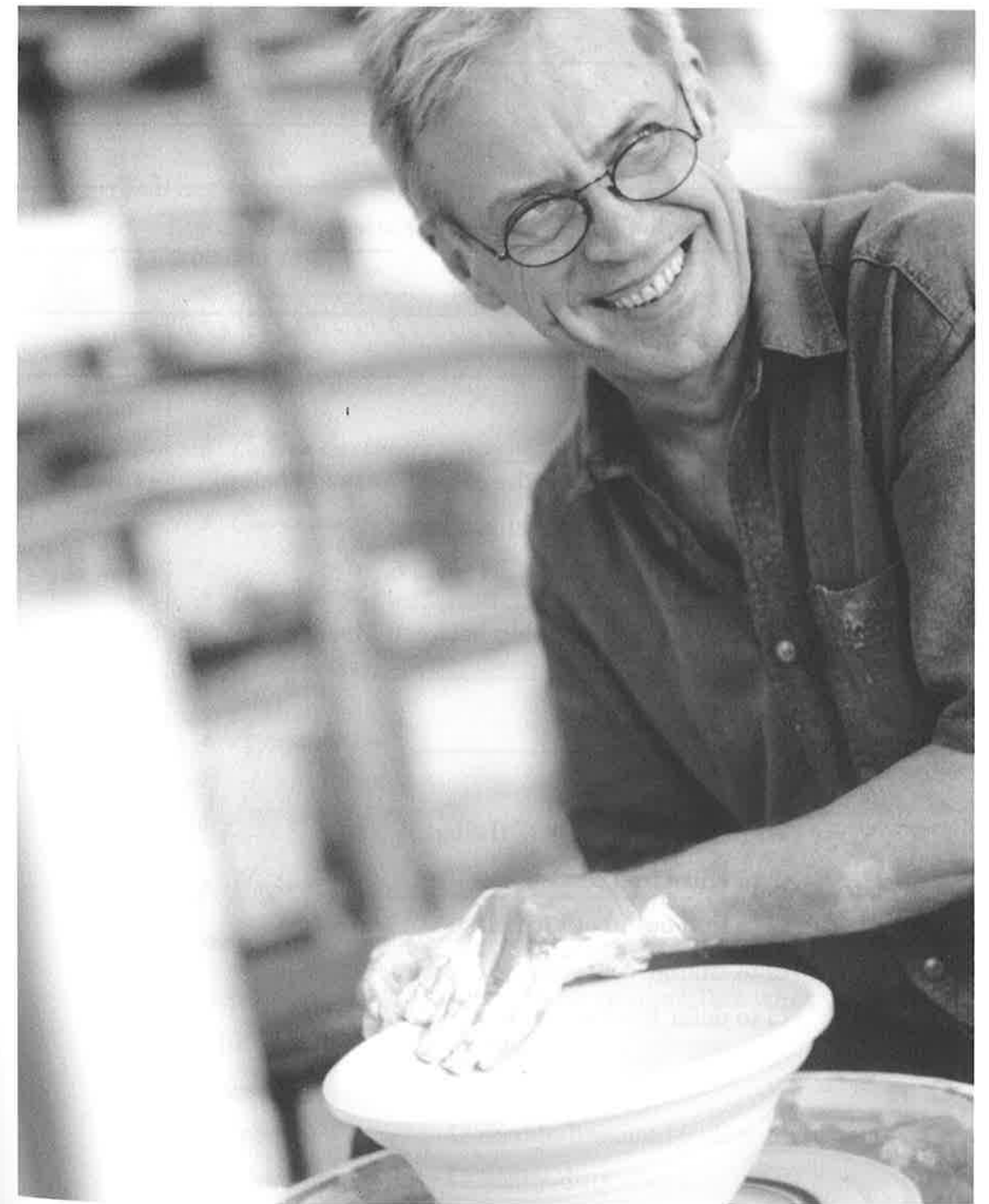
d When Kerry suggests why parents don't allow their children to cycle to school, she says:

e When Kerry agrees with her guest about controlling junk food advertising, she says:

f When Kerry thanks her guest she says:

UNIT 4

Getting of wisdom



Course inquiry

Vocabulary preparation

- 1 You will hear people talking about a TAFE cooking course. List some of the words you think you might hear under these headings.

TAFE Hospitality course

the course

the uniform

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Global listening

- 2 Listen to the tape. Tick the correct answers below.

a How many speakers do you hear?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

b What is the relationship between Maria and Wayne?

☐ friends
☐ work colleagues
☐ strangers

c What is the purpose of the call?

☐ to enrol in a course
☐ to find out about a course
☐ to change courses
☐ to defer from a course

- 3 Listen to 4A again. Number the topics in the order they are mentioned.

- a ☐ apprenticeship
 b ☐ qualifications
 c ☐ job prospects
 d ☐ uniform
 e ☐ course length

Telling the facts

- 4 Listen to 4A again. Complete Maria's notes. An example has been done for you.

TAFE → Wayne Hawkey

a College location: _____

b Course name: _____

c Course length: _____

d Qualifications: _____

e Apprenticeship: _____

f Employment prospects: _____

g Uniform: *yes* _____

- 5 Which items will be needed for the course? Tick what you hear.

☐ white shirt ☐ a hat
☐ a scarf ☐ pots
☐ knives ☐ double-breasted jacket
☐ checked pants ☐ heavy-duty shoes

Noun groups

6 Listen to 4A again. Complete what the speakers say by filling in the adjectives.

- a I don't know if you would remember me but I met you at _____ Fair a couple of months ago.
- b No, no. I've just got the students on a _____ break.
- c Oh good and what sort of _____ prospects are there?
- d Yes, they'll need, ah, footwear, a _____ pair of shoes, _____ shoes, _____'s the best in case a knife or something heavy falls on them.
- e Yes, and they can get any of this stuff from a _____ supplier.

Telephone techniques

7 Listen to 4A again. What do Maria and the operator say? Tick the correct answer.

- Operator: ☐ Good morning. Launceston TAFE Hospitality. How can I help you?
☐ Morning. Launceston TAFE Hospitality. Can I help you?
- Maria: ☐ Oh, g'day. Can I speak to Wayne Hawkey please?
☐ Oh, ah, good morning. Could I speak to Wayne, um, Hawkey, is it?
- Operator: ☐ Who can I say is calling please?
☐ May I ask who's calling please?
- Maria: ☐ Ah, Maria Martinelli.
☐ Ah, Maria here.
- Operator: ☐ Can you hold please and I'll put you through.
☐ Just hold the line, I'll put you through.

8 Maria and Wayne have only met once. Why does Maria use the following phrases? Tick your answer.

- a I don't know if you would remember me but I met you at Food Fair a couple of months ago.
☐ to remind Wayne of their first meeting
☐ to talk about the Food Fair
- b I'm not interrupting anything, am I?
☐ to annoy Wayne
☐ to be polite and not to sound too demanding
- c Oh good, um, 'cause I know you're busy.
☐ to show that she does not want to waste his precious time
☐ to complain that Wayne is always busy
- d I just wanted to ask you a couple of questions.
☐ to give her reason for calling
☐ to express her opinion
- e You might remember I talked to you about my son, Ollie.
☐ to impress Wayne
☐ to remind Wayne
- f Oh hang on a second, sorry, I'm just writing these down.
☐ to apologise for taking up too much of Wayne's time
☐ to ask him to slow down so that she can write the information

Using modal verbs

9 Listen to 4A again. Complete the sentences with the modal verbs that you hear.

a Maria: My name's Maria Martinelli. I don't know if you _____ remember me but I met you at Food Fair a couple of months ago.

b Maria: You _____ remember I talked to you about my son, Ollie.

c Maria: Right. And what sort of qualifications _____ they have at the end of that?

d Maria: So after the end of the six months they _____ get an apprenticeship?

e Wayne: They _____, if they wanted to, yes.

f Wayne: Yes, and they _____ get any of this stuff from a commercial kitchen supplier.

Hospitality class

Vocabulary preparation

1 You will hear these noun groups on the tape. Match the adjectives in A with the nouns in B.

A	B
vegetarian	carrots
julienne	mushrooms
mushroom	dishes
bok choy	stalks
Shitaki	curd
soybean	bulbs

Global listening

2 Listen to the tape. Tick the correct answers below.

a How many people speak in the class?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

b Who are the speakers?

☐ teacher ☐ friends ☐ work colleagues ☐ students

c How many dishes are the students going to prepare?

☐ 1 ☐ 2 ☐ 3 ☐ 4

d What are the students going to cook?

- ☐ desserts
☐ vegetarian dishes
☐ seafood dishes



- 3 Read the list of ingredients. Listen to 4B. Tick the ingredients which will be used for each dish.

	Dish 1 Stir fry	Dish 2 Couscous
carrots	<input type="checkbox"/>	<input type="checkbox"/>
baby bok choy	<input type="checkbox"/>	<input type="checkbox"/>
Moroccan pasta	<input type="checkbox"/>	<input type="checkbox"/>
Shitaki mushrooms	<input type="checkbox"/>	<input type="checkbox"/>
capsicum	<input type="checkbox"/>	<input type="checkbox"/>
savoury tofu	<input type="checkbox"/>	<input type="checkbox"/>

Taking notes

- 4 Listen to 4B again. Complete a student's notes. The first one has been done for you.

VEGETARIAN DISHES

- tofu - 2 types
 - dessert tofu
 - (a) _____ tofu - firm on the outside
- made from (b) _____
- baby bok choy - wash well; (c) _____ in the bulbs.
- shitaki mushrooms - (d) _____ from China; get the tough (e) _____ out; strong (f) _____.
- capsicum - cut in (g) _____ (2 by 2 or 3x3).
- couscous (Moroccan pasta) - made from (h) _____ wheat; (i) _____ in hot water.
- carrots - (j) _____ (cut into tiny strips).
- In modern cuisine, people eat with their (k) _____.
- (l) _____ is everything!

Getting the facts

- 5 Listen to 4B again. Are the statements true or false? Tick the correct box.

	True	False
a Tofu has a lot of flavour.	<input type="checkbox"/>	<input type="checkbox"/>
b Vegetarians get protein from tofu.	<input type="checkbox"/>	<input type="checkbox"/>
c Tofu is often genetically modified.	<input type="checkbox"/>	<input type="checkbox"/>
d Shitaki mushrooms are grown in Australia.	<input type="checkbox"/>	<input type="checkbox"/>
e The mushroom stalks are very difficult to chew.	<input type="checkbox"/>	<input type="checkbox"/>
f Grubs can be found in the capsicum.	<input type="checkbox"/>	<input type="checkbox"/>
g Brunoise means cutting vegetables into regular sizes 2 millimetres by 3 millimetres.	<input type="checkbox"/>	<input type="checkbox"/>
h The couscous should be soaked for 20 minutes.	<input type="checkbox"/>	<input type="checkbox"/>
i The couscous will be steamed with the carrots.	<input type="checkbox"/>	<input type="checkbox"/>

Teacher talk

- 6 Listen to 4B again. Tick what the teacher says.
- a ☐ Today we're going to do some more vegetarian dishes.
 - ☐ Today we'll prepare some more vegetarian dishes.
 - b ☐ We have got two sorts of tofu here.
 - ☐ What we've got here is two types of tofu.
 - c ☐ I want to move on to the other vegetables now.
 - ☐ I'd like now to move on to other vegetables.
 - d ☐ We've got baby bok choy over there.
 - ☐ We have baby bok choy over there.
 - e ☐ Time is getting short so let's start.
 - ☐ Time's short so let's get started.

Idioms

7 Write the idioms from the conversation which mean the following.

a If food looks good, people will like what they eat.

b If food looks unattractive, people have a bad impression before they even start to eat.

c There is not much class time left.

4C

A meeting



Vocabulary preparation

1 Here are some compound words which you will hear on the tape. Match the beginnings on the left with the endings on the right.

study	holidays
lesson	tour
school	costing
school	weeks
high	situation
final	plan
financial	season
Year	break
three	Ten

2 What do the underlined words mean? Write the meanings on the line.

a I'm a little more optimistic.

b I wouldn't be placing a bet on getting the funding.

c They're not too young to travel under supervision.

d Don't count on funding. It's a bonus.

e How much is it going to set us back then?

Global listening

3 Listen to the tape. Tick the correct answers below.

a Where does the meeting take place?

- ☐ at a factory
- ☐ at a school
- ☐ at a hospital

b Where are they planning to go on the study tour?

- ☐ Germany
- ☐ France
- ☐ Europe

c What is the purpose of the meeting?

- ☐ to plan fund-raising activities for the study tour
- ☐ to discuss how to get their application for funding accepted
- ☐ to prepare the itinerary for the study tour

Telling the facts

4 How will the school deal with these problems? Complete the notes taken by a parent.

Meeting 27/3

Study tour

Problems: Why funding's been refused

1 Too many applicants

2

3

Solutions to the problem

First

Secondly

Thirdly

5 Listen to 4C again. Are the statements right or wrong? Tick yes or no.

	Yes	No
a The principal thinks they will get funding from the Department.	<input type="checkbox"/>	<input type="checkbox"/>
b If they go in July, it will be cheaper.	<input type="checkbox"/>	<input type="checkbox"/>
c July is the high season for travel.	<input type="checkbox"/>	<input type="checkbox"/>
d If they go in December, it will be warm and sunny.	<input type="checkbox"/>	<input type="checkbox"/>
e If the parents have to buy winter clothing, it will increase their costs by more than one thousand dollars.	<input type="checkbox"/>	<input type="checkbox"/>
f They decide to change their booking.	<input type="checkbox"/>	<input type="checkbox"/>
g The parent who doesn't want to discuss her financial situation in public will send the principal a letter.	<input type="checkbox"/>	<input type="checkbox"/>
h The principal says he will contact them in a month.	<input type="checkbox"/>	<input type="checkbox"/>
i A parent suggests they go for a drink after the meeting.	<input type="checkbox"/>	<input type="checkbox"/>

Questions and answers

6 During the meeting there is a time for questions. Circle the words used in the questions.

- a How soon before the trip will we know whether we get the (funding/money)?
- b What's the (possibility/chance) of us getting the funding?
- c But just say we don't get the funding, how much is it going to (cost us/set us back) then?
- d What about (putting it off/postponing it) until July?
- e What about going in (the summer/December)?

7 Listen to 4C again. Answer these questions.

a How soon will the school know whether they'll get the funding?

b If the school doesn't get the funding, how much is the trip going to cost?

c What did the principal, Mr Gordon, ask the parents to do?

d When will Mr Gordon get back to the parents?

Joining pieces of information

8 Listen to 4C again. Match the beginning of the utterance in A with the end in B. Underline the conjunctions.

A	B
a We've been invited to reapply	• so how we're going to deal with these problems is that...
b Now, I'm a little more optimistic	• so they can see what our students will study.
c Secondly we will submit a lesson plan	• then they're not too young to travel under supervision.
d Year nine students are moving up to Year ten soon	• however, I wouldn't be placing a bet on getting the funding.
e It'll be more expensive	• because it will be in high season.

Too old to learn

Vocabulary preparation

- 1 Read the words in the box. Check that you understand the meaning of the words. Use your dictionary or ask another student. Write the words under the best headings.

a degree	HSC	pottery
creative writing	a mature-age student	yoga
an early school leaver	relaxation course	an accounting course
a certificate		

formal education

lifestyle classes

students

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Global listening

- 2 Listen to the tape. Tick the correct answers below.

a How many people are talking?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

b How many female voices are there?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

c How many male voices are there?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

d What is the main topic of conversation?

☐ the changes to the HSC

☐ studying as a mature-age student

☐ the difficulties school leavers face finding work

Conversation topics

- 3 Listen to 4D again. Number the topics in the order they are discussed. The first one has been done for you.

a ☐ studying as a mature-age student is not an option

b ☐ informal ways people can learn

c ☐ Andrew's friend's story

d ☐ types of lifestyle courses Marie has studied

e ☒ Jackie's story

f ☐ difficulty of balancing study with work and family

Getting the facts

- 4 Listen to 4D again. Tick the facts we hear about Jackie.

Jackie

- a ☐ She is doing a night class.
- b ☐ Her daughter is doing her HSC.
- c ☐ She was attacked by a bee.
- d ☐ She was an early school leaver.
- e ☐ She's in her fifties.
- f ☐ Her classmates are much younger than her.
- g ☐ She is working and studying.

- 5 Listen to 4D again. Fill in the blanks with the way Jackie feels about attending the course. The first one has been done for you.

- a Jackie's not coming in today 'cause she's tired.
- b She's always had _____ about it because she was an early school leaver.
- c She's _____ about it you know, I mean, well who wouldn't be?
- d It's a fair while since she's been at school so she's _____ about being there with all the youngies and all of that.

- 6 Listen to 4D again. Tick the facts we hear about Andrew's friend.

Andrew's friend

- a ☐ He started an accounting course in the seventies.
- b ☐ He is from Vietnam.
- c ☐ He got married in Vietnam.
- d ☐ He never finished his study because he went to war then raised a family.
- e ☐ Later on he went back to university.
- f ☐ He completed the course at University.
- g ☐ He is not very happy about how things worked out for him.

- 7 Listen to 4D again. Tick the types of courses Marie has done.

- | | |
|---|---|
| <input type="checkbox"/> yoga | <input type="checkbox"/> HSC |
| <input type="checkbox"/> calligraphy | <input type="checkbox"/> distance learning course |
| <input type="checkbox"/> relaxation courses | <input type="checkbox"/> pottery |
| <input type="checkbox"/> accounting | <input type="checkbox"/> lifestyle courses |
| <input type="checkbox"/> creative writing | <input type="checkbox"/> upholstery |

Giving feedback

- 8 Listen to 4D again. Tick the feedback you hear.

- a Marie: Did you know she's doing a night course?
Helen: ☐ Oh yeah, absolutely. ☐ For sure. ☐ Absolutely.
- b Andrew: He'd originally started his studies way back in the seventies.
Helen: ☐ Really. ☐ Yeah? ☐ True.
- c Andrew: But he was called up to fight in Vietnam.
Helen: ☐ Okay. ☐ Yeah. ☐ Oh right.
- d Andrew: He never got around to completing his course.
Helen: ☐ Really. ☐ Oh yeah. ☐ No.
- e Marie: I never really finished a term because it was so hard to juggle work and study.
Helen: ☐ Right. ☐ Exactly. ☐ Too true.
- f Andrew: Well as far as Jackie's concerned, good luck to her, I say.
Helen: ☐ Oh, for sure. ☐ Oh, absolutely. ☐ Certainly.

Expressing attitude

- 9 Listen to 4D again. Circle the words the speakers use.
- a Isn't that (amazing/extraordinary)? She's always had a bee in her bonnet about it.
 - b Well, I'm sure she will. Oh gee, it must be too (difficult/hard).
 - c I'm not going to go back to educate myself, you know (bloody/damn) certificate!
 - d Oh, wouldn't it be (frightful/awful). I can't (understand/believe) people who say that when they're going to retire.
 - e I'm not going to learn a (damn/bloody) thing when I stop working.
 - f Personally, I've got no (desire/inclination) to do it myself.
 - g Oh, now that's a (tough/difficult) course.

Idioms and colloquialisms

- 10 Match the underlined expressions with meanings on the right.
- | | |
|--|---------------------------------------|
| a She's always had <u>a bee in her bonnet</u> . | • to try hard, persevere |
| b I just said to her <u>Go for it!</u> . | • admire her |
| c I think you either <u>pick things up</u> as you go along | • pleased, happy |
| d And of course now <u>he's laughing</u> . | • an obsessive idea about something |
| e You've really got <u>to apply yourself</u> . | • to do a few things at the same time |
| f It was so hard <u>to juggle</u> work and study. | • learn |
| g I <u>take my hat off to her</u> . | • go ahead and do it |

UNIT 5

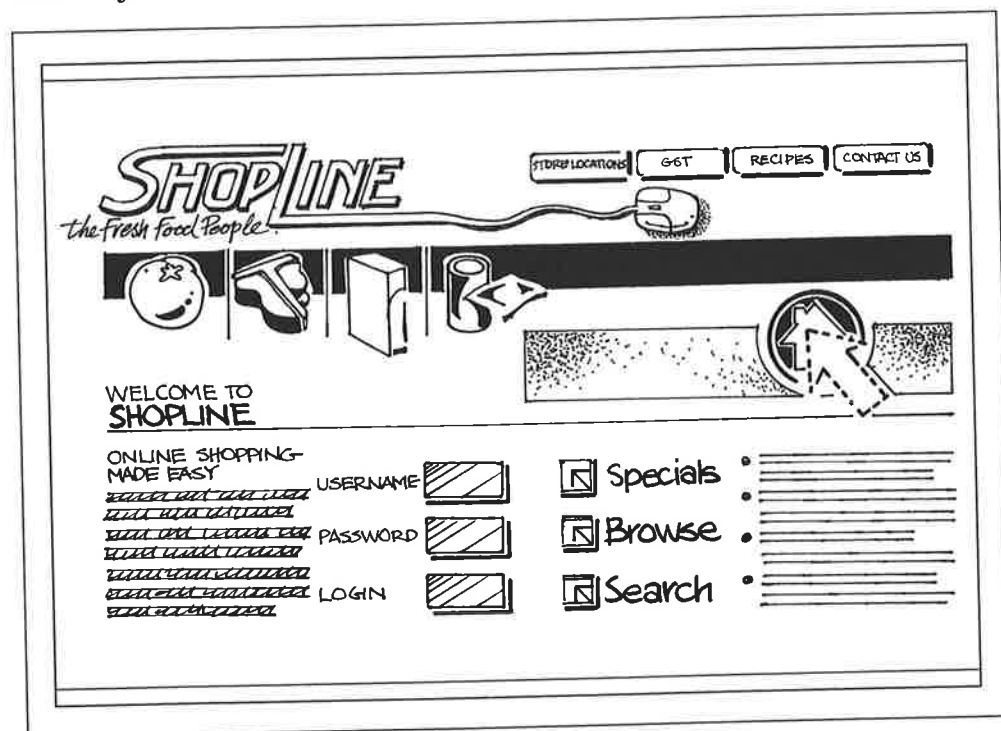
Our brilliant careers



Personal shopper

Vocabulary preparation

- 1 Look at the picture. Where would you see this image? What sort of shopping is this? What sorts of goods can you buy? Do you shop this way?



- 2 In this conversation you will hear a number of compound words. Match the beginning of the words on the left with the endings on the right.

high	line
personal	site
on	manager
shopping	loads
web	school
shift	pattern
down	lists
minimum	wage
sleeping	shopping

Global listening

- 3 Listen to the tape. Tick the correct answers below.

- a How many people are talking?
☐ 2 ☐ 3 ☐ 4
- b What is the relationship of the speakers?
☐ friends ☐ workmates ☐ neighbours
- c Where are the speakers?
☐ at Kathy's house ☐ in the street ☐ at Debbie's house
- d What is the purpose of the conversation?
☐ to share information ☐ to complain

Describing people

- 4 Listen to 5A again. Tick the things which you find out about Sandy.

- a Sandy is Kathy's:
☐ youngest child ☐ eldest child ☐ middle child
- b Sandy has just:
☐ started high school ☐ finished high school ☐ finished uni
- c Sandy has:
☐ dark hair ☐ red hair ☐ fair hair
- d Sandy has a pierced:
☐ lip ☐ nose ☐ eyelid

Describing a job

- 5 Listen to 5A again. Tick the things which Debbie tells us about her job.

- a Debbie works as:
☐ a shop assistant ☐ a shift manager ☐ a personal shopper
- b Debbie works for:
☐ Supermarket online ☐ Supermart Online ☐ Shopline
- c Debbie works at:
☐ Villawood ☐ Collingwood ☐ Chatswood

d Debbie's position is:

☐ casual ☐ permanent ☐ temporary

e Debbie works a maximum of:

☐ 3 days per week ☐ six days per week ☐ five days per week

f Debbie finds the work:

☐ a bit interesting ☐ a bit challenging ☐ a bit monotonous

g Debbie starts work at:

☐ 5 pm ☐ 7 pm ☐ 6 pm

Talking about advantages and disadvantages

6 Listen to 5A again. Complete these things which Debbie says about her job. Tick if they are an advantage or a disadvantage.

a Oh, it _____. It can be up to five days a week or as little as one day a week.

☐ advantage ☐ disadvantage

b It's something I can do without having to _____ too much.

☐ advantage ☐ disadvantage

c It can be a bit _____, though.

☐ advantage ☐ disadvantage

d But the pay's OK. It's _____ the minimum wage.

☐ advantage ☐ disadvantage

e It actually doesn't _____ me because I get to make more money if it's after midnight.

☐ advantage ☐ disadvantage

f It has affected my sleeping _____ though.

☐ advantage ☐ disadvantage

Conversation strategies

7 Listen to 5A again. Complete these things which Kathy says. Tick the conversation strategy Kathy uses.

a Hello. Ah, look, I'm sorry this _____ sounds a little bit strange but are you Debbie?

☐ clarifying ☐ greeting ☐ identifying self

b Hi. Ah, _____ Kathy.

☐ clarifying ☐ greeting ☐ identifying self

c Oh, sorry, from, ah from _____ 18, just down the road.

☐ clarifying ☐ greeting ☐ identifying self

d Um, sorry, Elsie _____ door gave me your name.

☐ clarifying ☐ greeting ☐ identifying self

e But what, what is that exactly? What do _____ do?

☐ clarifying ☐ greeting ☐ identifying self

f What? So you work _____ the night do you?

☐ clarifying ☐ greeting ☐ identifying self

Seeking information

8 Listen to 5A again. Circle the words which Kathy uses in her questions to find out more information about the job.

a But what, what is that (exactly/actually)? What do you do?

b Oh, it is casual. That's good. That's good but, ah, ah, how many shifts do you (have to do/need to do) in a week?

c You (begin/start) at six?

d So you work (during/through) the night do you?

Joining pieces of information

- 9 Listen to 5A again. Match the beginning of the utterance in A with the end in B. Underline the conjunctions.

A

- a Well, I work for Supermart Online, it's called, in Collingwood.
- b People send in their shopping lists over the Internet to our website
- c It can be up to five days a week
- d It can be a bit monotonous though.
- e It actually doesn't bother me
- f I'll talk it over with Sandy

B

- or as little as one day a week.
- But the pay's OK.
- And you're right, I'm a personal shopper.
- and see what she thinks.
- and then the shift manager downloads the shopping lists.
- because I get to make more money if it's after midnight.

Being polite

- 10 Listen to 5A again. Complete what Kathy says by adding the small words she uses to be polite.

- a Hello. Ah look, I'm _____ this _____ sounds a _____ strange but are you Debbie?
- b Oh, _____, from, ah, from number 18, _____ down the road.
- c Um, _____, Elsie next door gave me your name. Ah she said that ah, you have a job as I, I _____ she said a personal shopper or something like that.
- d She's going to uni and ah, we were _____ wondering about you know a a casual job for her and your sort of personal shopping sounded like it _____ be something she could do.

- e Um, I don't _____ know much about it, _____.
- f Mm, yes, see that could be a _____ of a problem. _____ look I, I'll talk it over with Sandy and see what she thinks. But that sounds quite interesting _____.
- g Oh that's _____. Thank you _____ much.

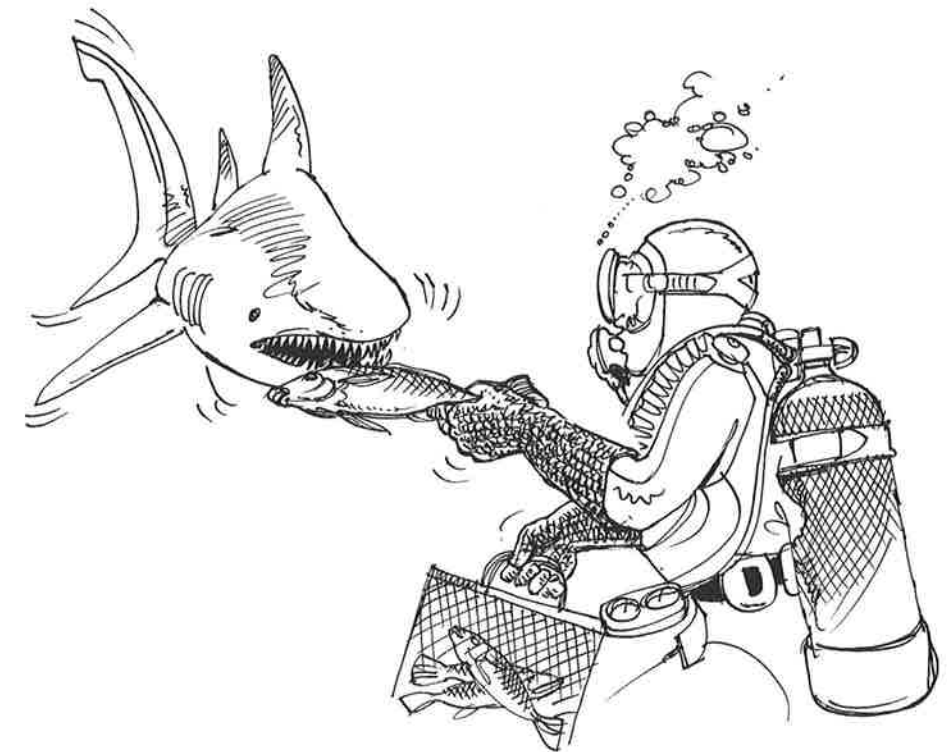
5B

Shark feeder

Vocabulary preparation

- 1 In this conversation you will hear a number of compound words. Match the beginning of the words on the left with the endings on the right.

shark	suits
chain	error
food	culture
wet	mail
human	diver
aqua	farming
fish	feeder
scuba	preparation



Global listening

2 Listen to the tape. Tick the correct answers below.

- a Where are the speakers?
☐ in a museum ☐ in an aquarium ☐ in a gallery
- b What is the purpose of the conversation?
☐ to give information ☐ to give instructions
- c Who is Sam speaking to?
☐ the public ☐ school students ☐ workmates
- d What does Sam mainly talk about?
☐ feeding the animals
☐ animal breeding habits
☐ animal behaviour

Talking about a job

3 Listen to 5B again. Are the statements true or false? Tick the correct box.

	True	False
a Sam's surname is Jacobson.	<input type="checkbox"/>	<input type="checkbox"/>
b Sam works at a fish farm.	<input type="checkbox"/>	<input type="checkbox"/>
c Sam gets into the tank with the sharks.	<input type="checkbox"/>	<input type="checkbox"/>
d Shark bites occur because sharks get mad.	<input type="checkbox"/>	<input type="checkbox"/>
e One diver got stitches in the hand after a shark bite.	<input type="checkbox"/>	<input type="checkbox"/>
f When Sam got bitten by a shark it felt like pins and needles.	<input type="checkbox"/>	<input type="checkbox"/>
g Sam also looks after the dolphins.	<input type="checkbox"/>	<input type="checkbox"/>
h Sam has a degree in Pure Science.	<input type="checkbox"/>	<input type="checkbox"/>
i Sam is a qualified scuba diver.	<input type="checkbox"/>	<input type="checkbox"/>

Talking about daily routines

4 Listen to 5B again. Number the tasks which Sam does each day in the correct order. The first one has been done for you.

- a ☐ Next we pop our wetsuits on.
- b ☐ Then we get the feed tubs ready.
- c ☐ First we defrost the frozen fish and the squids from the market.
- d ☐ We finish up lastly with the sharks.
- e ☒ 1 We start the day with food preparation.
- f ☐ And then we start the feeding.

Talking about what people do

5 Listen to 5B again. Circle the correct words in these statements about shark feeding.

- a Shark feeders (do/don't) wear chain mail gloves to protect their hands.
- b Shark feeders (do/don't) hand feed the sharks.
- c Shark feeders (do/don't) feed the sharks with a stick.
- d Shark feeders (do/don't) feed the sharks from the front.
- e Shark feeders (do/don't) dive in pairs.
- f Shark feeders (do/don't) need qualifications.

Giving reasons

6 Listen to 5B again. Match the things shark feeders do on the left with the reasons on the right.

- | | |
|--|---|
| a We feed the sharks from the front | • have been due to human error. |
| b Whatever bites the divers here have suffered | • because they can turn their heads very quickly to the side. |
| c One of the guys wasn't watching where he was | • so that you can ring the alarm if somebody gets badly hurt. |
| d And we always dive in pairs | • and a shark came from behind, took his head in its mouth! |

Sequencing information

7 Listen to 5B again. Complete Sam's information about his job by filling in the words which he uses to sequence the information.

Well, basically we _____ the day with food preparation.
 _____ we defrost the frozen fish and the squids from the market. _____ we get the feed tubs ready.
 _____ we pop our wetsuits on and then we start the feeding. The big stingrays are first and _____
 _____ and _____ and we finish up _____ with the sharks.

Asking questions

8 Read the questions and statements below. Listen to 5B again. You will hear the short forms of these in the conversation. Write these short forms on the lines.

a Do you hop into the tank with the sharks?

b What kind of errors did they make?

c No, I wouldn't work as a shark feeder either.

d Do you have any other questions today?

e Is there anything else you want to know?

Working out someone's opinion

9 Listen to 5B again. Are the statements right or wrong? Tick yes or no.

- | | Yes | No |
|--|--------------------------|--------------------------|
| a Sam thinks he has to watch where he is in the tank. | <input type="checkbox"/> | <input type="checkbox"/> |
| b Sam thinks that if he gets bitten in the tank, it is his own fault for being careless. | <input type="checkbox"/> | <input type="checkbox"/> |
| c Sam thinks you don't need experience in keeping fish to be a shark feeder. | <input type="checkbox"/> | <input type="checkbox"/> |
| d Sam thinks he doesn't need to be a qualified scuba diver. | <input type="checkbox"/> | <input type="checkbox"/> |
| e Sam thinks it is a bit frightening to work with sharks. | <input type="checkbox"/> | <input type="checkbox"/> |
| f Sam thinks he has to know what he's doing in the tank. | <input type="checkbox"/> | <input type="checkbox"/> |
| g Sam thinks he has an exciting job. | <input type="checkbox"/> | <input type="checkbox"/> |

Job discrimination

Vocabulary preparation

- 1 Here are some nouns and adjectives you will hear in the conversation. Match the adjectives in A with the nouns in B.

A	B
working	company
TAFE	redhead
engineering	Board
sexy-looking	week
qualified	certificate
Anti-Discrimination	welder

Global listening

- 2 Listen to the tape. Tick the correct answers below.

- a How many people are talking?
☐ 2 ☐ 3 ☐ 4
- b What is the purpose of the conversation?
☐ to share information ☐ to give opinions
- c Where are the speakers?
☐ on TV ☐ at a meeting ☐ on the radio
- d How do the speakers interact?
☐ they disagree ☐ they agree



Telling a recount

- 3 Listen to 5C again. Number the events in Sue's recount. The first one has been done for you.
- a ☒ 1 Sue rang up an engineering company to apply for a job as a welder.
- b ☐ The same engineering company told Sue's husband to apply and they would organise an interview.
- c ☐ Sue called the radio station to talk about discrimination.
- d ☐ Sue's husband rang about the job.
- e ☐ The company told Sue that she could apply but she would not get the job.
- f ☐ The company told Sue the position had been filled.
- g ☐ She called the company a second time and told them she wanted to apply for the job.

Using past tense

- 4 Listen to 5C again. Complete Sue's recount by filling in the different forms of the past tense.

Now I _____ up an engineering company to apply for a job as a welder and I _____ that this morning but they _____ me that the position _____
 _____. Now I've _____ this problem before so I _____ my husband to ring back straight away and they _____ him that the position hadn't _____ filled. That he should send in a résumé and they'd organise for an interview. So I _____ them straight back and _____ them that I _____ to apply but they _____ I could but it wouldn't get me anywhere.

Telling the facts

- 5 Listen to 5C again. Tick the correct answers.
- a Sue has a TAFE:
☐ certificate ☐ diploma
 - b Her qualification is in:
☐ fitting and turning ☐ turning and welding
 - c The first time Sue rang about the job she was told:
☐ someone had been given the job
☐ she was not suitable for the job
 - d The company told Sue's husband to send in a:
☐ CV ☐ résumé
 - e Bob thinks bosses should hire who they like because:
☐ it's their money ☐ it's their political right
 - f Bob says Sue should complain to the:
☐ Anti-Discrimination Board ☐ Union

Signalling opinion

- 6 Listen to 5C again. Match the discourse signals on the left with the opinions on the right. The first one has been done for you.

- Look,
- I suppose,
- I mean,
- a my attitude to this is that people should be allowed to employ who they like.
 - b I think the idea of discrimination is a nonsense when it comes to employment.
 - c if the boss wants to employ a sexy-looking redhead he should be able to do so.
 - d it's his company, it is his money.
 - e it's so but I really don't agree.
 - f I can see your point but I'm a qualified welder.
 - g they just didn't even give me a chance to give my name or my qualifications.
 - h I agree it's tough.
 - i I agree with everything you've said, Sue, but it is up to the employer.

Using modal verbs

- 7 Listen to 5C again. Circle the modal verb the speakers use.
- a That he (could/should/would) send in a résumé and they'd organise for an interview.
 - b So I called them straight back and told them that I wanted to apply but they said I (could/should/would) but it (couldn't/shouldn't/wouldn't) get me anywhere.
 - c My attitude to this is that people (could/should/would) be allowed to employ who they like.
 - d I mean if the boss wants to employ a sexy-looking redhead, he (could/should/would) be able to do so even though it's politically incorrect.

Expressing opinions

- 8 Listen to 5C again. Who holds these opinions?

- | | Bob | Sue |
|---|--------------------------|--------------------------|
| a It's unfair for employers to discriminate against women. | <input type="checkbox"/> | <input type="checkbox"/> |
| b Discrimination is a nonsense when it comes to employment. | <input type="checkbox"/> | <input type="checkbox"/> |
| c A boss should be able to employ whom he wants. | <input type="checkbox"/> | <input type="checkbox"/> |
| d Employers should give all applicants a chance to show their qualifications. | <input type="checkbox"/> | <input type="checkbox"/> |
| e It is up to the employer if he wants a male or female employee. | <input type="checkbox"/> | <input type="checkbox"/> |

Conversation strategies

9 Listen to 5C again. Tick the conversation strategy the speakers use.

a Well, I don't think that's fair!

☐ expressing an opinion ☐ agreeing ☐ disagreeing

b My attitude to this is that people should be allowed to employ who they like.

☐ expressing an opinion ☐ agreeing ☐ making a suggestion

c Look, I think the idea of discrimination is a nonsense when it comes to employment.

☐ expressing an opinion ☐ agreeing ☐ making a suggestion

d I suppose it's so but I really don't agree.

☐ expressing an opinion ☐ agreeing ☐ disagreeing

e I mean, I can see your point but I'm a qualified welder.

☐ expressing an opinion ☐ agreeing ☐ disagreeing

f If you feel so strongly about it why don't you take it to the Anti-Discrimination Board?

☐ expressing an opinion ☐ agreeing ☐ making a suggestion

g Look, I agree it's tough.

☐ expressing an opinion ☐ agreeing ☐ disagreeing

h Look, I agree with everything you've said, Sue, but it is up to the employer, if he wants a male or a female.

☐ expressing an opinion ☐ agreeing ☐ disagreeing

Idioms and colloquialisms

10 Write the idioms and colloquialisms from the conversation which mean the following.

a Applying would be of no use

b The idea of discrimination should not be considered seriously

c A good-looking woman with red hair

d Against social values that everyone is supposed to respect

e They will listen to you

f Help you to contact

5D

Ms Know-all

Vocabulary preparation

1 *Know-all* is a colloquial expression. Look in a dictionary or ask an English speaker what it means. Answer these questions. When might you use this expression? What do you think this unit, called *Ms Know-all*, might be about?

2 Tick the word which has a similar meaning to the underlined word.

- a And Sharon has been smugger than ever.
☐ more self-satisfied ☐ more comfortable
- b He said it's been acrimonious.
☐ friendly ☐ bitter
- c It's just so typical of her.
☐ characteristic ☐ unusual
- d And she's so demanding.
☐ questioning ☐ insistent
- e He has been so generous.
☐ mean ☐ open hearted

Global listening

3 Listen to the tape. Tick the correct answers below.

- a How many people do you hear on the tape?
☐ 3 ☐ 4 ☐ 5
- b What is the purpose of their conversation?
☐ to give advice ☐ to tell a story ☐ to gossip
- c Who are the speakers talking about?
☐ friends ☐ work colleagues ☐ TV personalities
- d Who do the speakers like?
☐ Brian ☐ Sharon

Telling the facts

4 Listen to 5D again. Are the statements true or false? Tick the correct box.

	True	False
a Brian and Nicole are going to Adelaide.	<input type="checkbox"/>	<input type="checkbox"/>
b Brian and Sharon stopped going out together three weeks ago.	<input type="checkbox"/>	<input type="checkbox"/>
c Nicole suspected that Brian and Sharon had broken up because Brian looked so unhappy.	<input type="checkbox"/>	<input type="checkbox"/>
d Brian is upset because the break-up was acrimonious.	<input type="checkbox"/>	<input type="checkbox"/>
e Sharon has been going out with Tim.	<input type="checkbox"/>	<input type="checkbox"/>
f Nicole thinks Sharon was with Brian for his money.	<input type="checkbox"/>	<input type="checkbox"/>
g Sarah leaves because she thinks the gossip is too nasty.	<input type="checkbox"/>	<input type="checkbox"/>

Criticising

5 Nicole, Carol and Sarah do not like Sharon and criticise her. Listen to 5D again. Tick the negative things which the speakers say about Sharon.

- ☐ Sharon is ugly.
- ☐ Sharon is smug.
- ☐ Sharon dresses badly.
- ☐ Sharon is difficult.
- ☐ Sharon is unfriendly.
- ☐ Sharon is demanding.
- ☐ Sharon is a flirt.
- ☐ Sharon is unhelpful.
- ☐ Sharon is greedy for money.

Emphasising

- 6 Listen to 5D again. Complete these segments of the conversation by filling in the words the speakers use to emphasise their negative criticisms of Sharon and their sympathy with Brian.

Segment a

Nicole: I knew it. I mean he's been looking _____ sad, haven't you noticed? He's been _____ quiet.

Carol: Yeah, yeah.

Nicole: And Sharon has been smugger than ever. She is _____ a heart breaker.

Carol: Yeah, _____

Nicole: _____ a cow!

Carol: And loves it too.

Segment b

Nicole: Anyway apparently that's only part of why he's actually leaving.

Sarah: Ooh, what else?

Nicole: Well he reckons Sharon has just like been _____ difficult. It's just _____ typical of her.

Carol: Mm.

Nicole: And she's _____ demanding. Have you seen her with that new guy? Have you met him yet, Tim?

Segment c

Carol: He'll be all right. He'll find someone else.

He's _____ a gorgeous guy!

Nicole: I know but just think of _____ the money that he has spent on _____ girl. He has been _____ generous.

Carol: Mm.

Nicole: Bought her the _____ beautiful presents.

Agreeing to gossip

- 7 Listen to 5D again. Tick the responses of Carol and Sarah which show they want to be part of the gossip.

a Nicole: And Sharon has been smugger than ever. She is such a heart breaker.

Carol: ☐ Yeah, exactly and loves it too.

☐ Yeah, absolutely. And loves it too.

b Nicole: Anyway, I knew it, broken up two weeks ago.

Carol: ☐ And how's Brian? Is he unsettled?

☐ And how's Brian? Is he upset?

c Nicole: Oh, he says, *No*. He said it's been acrimonious.

Carol: ☐ Oh really? Gosh, well you can't blame Brian, if it was acrimonious. He's such a nice bloke but you can't say the same thing about Sharon. Woooo.

☐ Oh really? Gosh, well you can't blame Brian, if it was acrimonious. He's such a nice bloke but you can't say Sharon appreciates him. Woooo.

d Nicole: I mean as if Tim would care for someone like Sharon. Anyway he's got a girlfriend, I asked him.

Carol: ☐ Yeah but that's not going to stop Sharon if she wants him. She'll do anything to get a man.

☐ Yeah but that's not going to stop Sharon if she's after him. She'll do anything to get a bloke.

Keeping the gossip going

- 8 Listen to 5D again. Complete these statements and questions which Nicole uses to keep the gossip going.

a Everyone, _____ what?

b Yeah. Anyay you know how he's going to _____ next week?

c I knew it. I mean he's been looking so sad, _____ you noticed? He's been _____ quiet.

- d Anyway apparently that's only part of why he's
_____ leaving.
- e And she's so demanding. Have you _____ her with
that new guy? Have you _____ him yet, Tim?
- f Anyway Brian isn't actually _____ to Adelaide.
He's just _____ on holiday.

Idioms and colloquialisms

- 9 Write the idioms and colloquialisms from the conversation which mean the following.

a A relationship has ended

b Someone who doesn't care if someone loves them

c A bad-tempered, cruel woman

d Being cruel and complaining

e Starting relationships and moving onto the next one

f Someone who uses their looks to gain money or presents

g Not having much money

UNIT 6

No place like home



A roof over your head

Vocabulary preparation

- 1 *A roof over your head* is an idiomatic expression. Look in a dictionary of idioms or ask an English speaker what it means. Answer these questions. When might you use this expression? What do you think this unit, called *A roof over your head*, might be about?
- 2 Here are some compound words and noun groups which you will hear on the tape. Match the beginnings on the left with the endings on the right.

open	list
public	form
waiting	limit
permanent	day
application	statements
bank	resident
income	licence
driver's	housing
- 3 You will hear a number of formal words which deal with procedures and rules. Look up the meanings of these words in the dictionary. Write the meaning on the line.

a <i>eligibility</i> means	_____
b <i>unemployment</i> means	_____
c <i>homelessness</i> means	_____
d <i>register</i> means	_____
e <i>evicted</i> means	_____
f <i>visa</i> means	_____

Global listening

- 4 Listen to 6A. Tick the correct answers below.
 - a Where are the speakers?

<input type="checkbox"/> at a meeting	<input type="checkbox"/> at work	<input type="checkbox"/> on the radio
---------------------------------------	----------------------------------	---------------------------------------
 - b What is the main topic of conversation?

<input type="checkbox"/> unemployment	<input type="checkbox"/> permanent residency	<input type="checkbox"/> public housing
---------------------------------------	--	---
 - c What is the purpose of this talk?

<input type="checkbox"/> to inform	<input type="checkbox"/> to give advice	<input type="checkbox"/> to tell a story
------------------------------------	---	--

Signalling the topics

- 5 Listen to 6A. At the beginning of her talk Duc Chai signals the three topics she will cover. Tick the correct answers below.
 - a Topic 1 is:

<input type="checkbox"/> the structure of the Department of Housing
<input type="checkbox"/> the location of the Department of Housing
<input type="checkbox"/> the history of the Department of Housing
 - b Topic 2 is:

<input type="checkbox"/> availability of public housing
<input type="checkbox"/> eligibility for public housing
<input type="checkbox"/> accessibility of public housing
 - c Topic 3 is:

<input type="checkbox"/> application procedures for public housing
<input type="checkbox"/> selection procedures for public housing
<input type="checkbox"/> inspection procedures for public housing

Telling the facts

6 Listen to 6A again. Are the statements true or false? Tick the correct box.

	True	False
a The Department of Housing was started after the first World War.	<input type="checkbox"/>	<input type="checkbox"/>
b It was originally set up to help soldiers returning from the war.	<input type="checkbox"/>	<input type="checkbox"/>
c High inflation is now causing people to come to the Department of Housing.	<input type="checkbox"/>	<input type="checkbox"/>
d The Department's aim is to help prevent homelessness.	<input type="checkbox"/>	<input type="checkbox"/>
e The Department of Housing operates in all Australian states.	<input type="checkbox"/>	<input type="checkbox"/>
f When you apply for public housing you will speak to a customer service officer.	<input type="checkbox"/>	<input type="checkbox"/>
g The Department needs to see bank statements to check the applicant does not earn too much money.	<input type="checkbox"/>	<input type="checkbox"/>
h The Department needs to see a passport to check the age of the applicant.	<input type="checkbox"/>	<input type="checkbox"/>

Giving accurate information

7 Listen to 6A again. Can these people apply for public housing? Tick yes or no.

	Yes	No
a Chabel is a temporary visa holder.	<input type="checkbox"/>	<input type="checkbox"/>
b Sharifa and her husband live in Victoria.	<input type="checkbox"/>	<input type="checkbox"/>
c Melinda is a single parent who earns \$320 per week gross.	<input type="checkbox"/>	<input type="checkbox"/>
d Irena and her husband earn \$800 per week gross.	<input type="checkbox"/>	<input type="checkbox"/>
e Tan is buying a house.	<input type="checkbox"/>	<input type="checkbox"/>
f Stephen is 19 years old.	<input type="checkbox"/>	<input type="checkbox"/>

Stating the rules

8 Listen to 6A again. Circle the modal verbs that you hear.

Well, number one, you (must/have to) be a citizen or a permanent resident of Australia and be a resident of New South Wales because the Department of Housing is for New South Wales. Ah it's different across the states. Number two, you (have to/must) meet our financial eligibility criteria. For one person at the moment, you (won't/can't) earn more than \$395 a week gross. For two people it's \$500 a week. So basically public housing is for people with very low incomes. Number three, you (can't/won't) be a property owner. And number four you (must/have to) be over the age of eighteen.

Explaining a process

9 Listen to 6A again. Complete the description of the process by filling in the verbs.

First you'll _____ a ticket. Then you'll _____ down and _____ until the client service officers _____ out to _____ you advice and you'll _____ an application form there. If you're just _____ to go on the waiting list, you'll be _____ to show us bank statements of your savings for the last three months. This is just to _____ that you are meeting our income limit. You are _____ to show your passport or driver's licence with photo ID. The passport _____ to determine your permanent residency or appropriate visas. Then you _____ go on our list. Finally you'll _____ a letter that says you've been approved.

Have backpack, will travel

Vocabulary preparation

- 1 *Have gun – will travel* was the name of an American TV show which first appeared on television in 1957. Ask a speaker of English what this means. What do you think this unit, called *Have backpack, will travel*, might be about?
- 2 Tick the word or phrase which has a similar meaning to the underlined word.
 - a Oh, must be crowded

☐ packed with people ☐ packed with birds
 - b A really large lounge room

☐ sun room ☐ living room
 - c Are they all backpackers that you live with?

☐ cyclists ☐ travellers
 - d Lots of students ah, doing exchange programs

☐ visiting Australia ☐ living away from home
 - e If my parents don't disown me first, of course.

☐ get rid of ☐ refuse to know

Global listening

- 3 Listen to 6B. Tick the correct answers below.
 - a How many speakers are there?

☐ 2 ☐ 3 ☐ 4
 - b How old are the speakers?

☐ middle aged ☐ elderly ☐ young
 - c What things do the speakers talk about?

<input type="checkbox"/> travelling	<input type="checkbox"/> cars
<input type="checkbox"/> accommodation	<input type="checkbox"/> moving out of home
<input type="checkbox"/> work	<input type="checkbox"/> having fun
 - d What is the relationship of the speakers?

☐ acquaintances ☐ friends ☐ strangers

Describing accommodation

- 4 Read this advertisement. Listen to 6B again. Underline the information in the advertisement that you hear in the conversation.

TO LET

CHIPPENDALE/REDFERN

5 bedroom house. \$580 per week. Big quality kitchen, internal laundry, large lounge and big sunny backyard. Close to Uni and train.

City views. Parking available.

Minimum 3 months lease

BEST HOUSE IN AREA

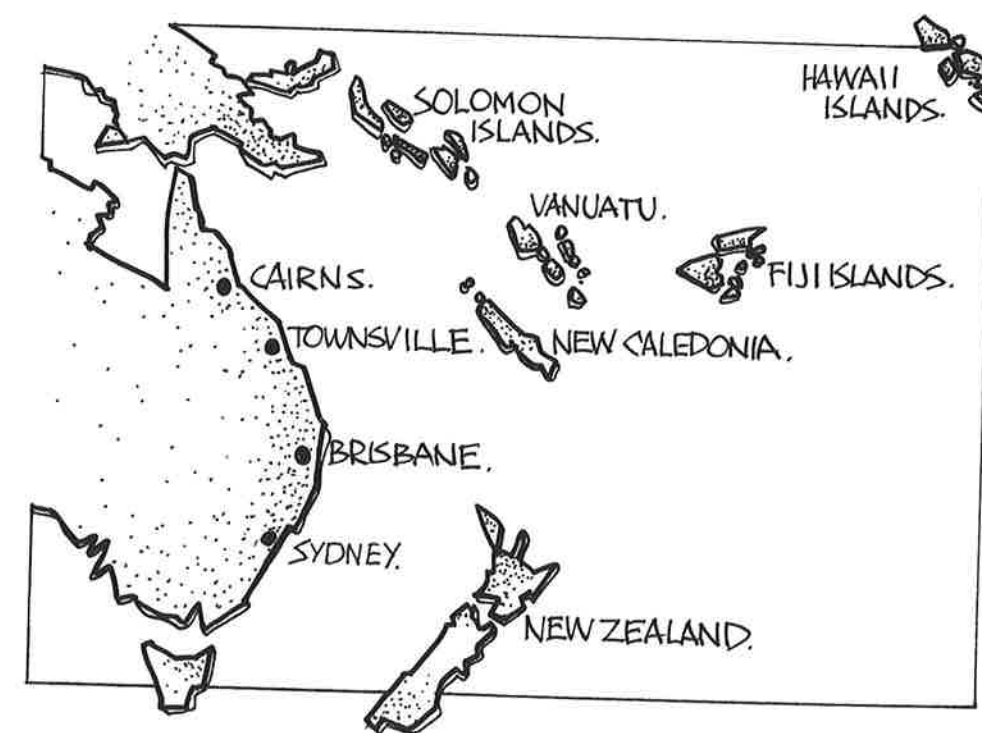
GOOD FOR SHARING

BE QUICK

Phone South City Council on 9345-6789 for inspection

Talking about people and places

- 5 Look at the map. Listen to 6B again. Circle the places James will visit on his trip. Draw his route.



Talking about the future

- 6 Listen to 6B again. James and Mitra talk a lot about the future. Complete their comments by filling in the future tenses they use. Some are contractions.

- a So I think _____ stay on for another few months and then my girlfriend and _____ head up the coast.
- b Oh, it's simpler like that! _____ tell them one day, maybe!
- c I think when I go back _____ probably get a job with the council but I'm not really worried about that at the moment.
- d But _____ pay off in the long run.
- e _____ tell you what. _____ email you my address.

Talking about feelings

- 7 Listen to 6B again. Circle the verbs James and Mitra use to talk about their feelings and what they're thinking.
- a I really (need/want) to find somewhere near a train station.
- b Oh, what fun! I'd (like/love) that!
- c I just (know/feel) my parents are going to have a fit.
- d Oh, I'd (love/like) to travel the world.
- e Oh absolutely. I (like/love) it there.
- f So I (know/think) I'll stay on for another few months.
- g I really just (need/want) to have some fun.

Commenting on what is said

- 8 Listen to 6B again. Tick what Mitra and James say when they make comments.
- a James: In Redfern.
Mitra: ☐ Oh, that sounds nice.
☐ Oh, that's nice and close.
☐ Oh, that's good and close.
- b James: There've been up to eight people living there at any one time.
Mitra: ☐ A bit crowded!
☐ At one time!
☐ Eight people!
- c James: It's got a good-size backyard and a big kitchen and a really large lounge room.
Mitra: ☐ Oh, what fun!
☐ Oh, that's great!
☐ Oh, all that space!
- d James: Yeah we'll go to Cairns, and then fly to New Zealand and then from there we'll go to Hawaii.
Mitra: ☐ Oh how wonderful!
☐ Oh how beautiful!
☐ Oh how thrilling!
- e Mitra: Hm, my parents don't even know I've got a boyfriend!
James: ☐ You're kidding!
☐ You're mad!
☐ You're joking!
- f Mitra: One of these days you may just see me and my boyfriend in England.
James: ☐ Oh that would be great.
☐ Oh that would be good.
☐ Oh that would be something.

Talking about others

9 Listen to 6B again. Write what Mitra tells James about her parents.

- a What does Mitra say to show her parents will be upset about her moving out?

I just know _____.

- b What does Mitra say to show her parents are old fashioned?

My parents have _____.

- c What does Mitra say to show her parents will be upset about her travelling?

My parents would _____.

- d What does Mitra say about her parents and her boyfriend?

My parents don't _____.

- e What does Mitra say about her parents and her boyfriend's nationality?

They'd _____.

- f What does Mitra say about what her parents might do if she travels with her boyfriend?

If my parents _____.

Idioms and colloquialisms

10 Listen to 6B again. Write the idioms and colloquialisms in the conversation which mean the following.

- a a place away from home

- b a big backyard

- c to be very upset

- d be really angry

- e visit another country as a student

- f to travel north

- g to tell someone the truth



Living together

Vocabulary preparation

1 You will hear these noun groups on the tape. Match the adjectives in A with the nouns in B.

A

property

cold

free

real

new

B

agent

romantic

furnishings

feet

prices

Global listening

2 Listen to the tape. Answer the questions below.

- a How many people are talking?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

- b Where are they?

☐ at work ☐ in the street ☐ at home

- c What is the main topic of conversation?

☐ Dorothy and her new partner ☐ Robyn and her family

Sharing information

3 Listen to 6C again. Answer these questions about Dorothy.

a Who is Dorothy's boyfriend?

☐ Noosa ☐ Lucas ☐ Luke

b How long has Dorothy been going out with her boyfriend?

☐ 12 years ☐ 3 years ☐ 2 years

c Where does Dorothy live?

☐ Noosa ☐ Namoi ☐ Nambour

d Does Dorothy listen to her mother?

☐ Yes ☐ No ☐ Sometimes

e Does Dorothy have a dog?

☐ Yes ☐ No

f Is Dorothy employed?

☐ Yes ☐ No

Giving encouragement

4 Listen to 6C again. Tick the way Robyn encourages Dorothy.

a Dorothy: Well that's the plan but I don't really know that it's such a good idea any more.

Robyn: ☐ Come on. You've just got nervous.

☐ Come on. You've just got cold feet.

b Robyn: ☐ Think of the warm feet on a cold night.

☐ Think of the warm feet at night.

Dorothy: Oh, I could get a dog for that!

c Robyn: ☐ Come on. What are you waiting for? It's now or never.

☐ Come on. Why wait? Better now than never.

Dorothy: Yeah, I suppose. He's gorgeous, you know.

d Dorothy: Yeah, it's just that there's so much to do.

Robyn: ☐ Well, take some time. You've got leave.

☐ Well, take some time off. Have you got some leave?

Showing what we feel

5 Listen to 6C. Tick the tone of what is said.

a Robyn: Oh, you're not going to move!

☐ surprise ☐ happiness ☐ anger

b Dorothy: Oh, when did I last listen to my mother?

☐ anger ☐ humour ☐ concern

c Robyn: Yeah, all care, no responsibility.

☐ anger ☐ humour ☐ concern

d Dorothy: Oh, I could get a dog for that!

☐ anger ☐ humour ☐ concern

Using different tenses

6 Listen to 6C again. Complete what the speakers say by filling in the correct form of the verb.

a I _____ seen you for years.

b Lucas and I _____ moving in together.

c We' _____ to sell my place so I' _____ to get rid of some furniture.

d You _____ need two houses.

e You' _____ just got cold feet.

f She's _____ for marriage, of course.

g I _____ flowers for my anniversary.

h You've just _____ the jitters.

Exaggerating

7 Listen to 6C again.

a Complete what the speakers say with the words they use to exaggerate.

i I mean Noosa's _____ expensive!

ii Well, it's _____ touristy.

iii It's been _____ but arguments.

iv Oh, it sure is. It's just _____.

v My _____ house here.

vi He's a _____ romantic.

b How does Robyn respond to Dorothy's statement?

Dorothy: Two years we've been going out.

Robyn: _____!

c Complete this question which Dorothy asks as a way of exaggerating.

Dorothy: Can you _____ that?

Idioms and colloquialisms

8 Match the underlined expressions with the meanings on the right.

- | | |
|--|----------------------------|
| a I'm so <u>frantic</u> at the moment. | • do things in order |
| b So I've got my house <u>on the market</u> . | • getting nervous |
| c It is a bit, but <u>first things first</u> . | • with no responsibilities |
| d Well, it's really <u>touristy</u> . | • busy |
| e You've just <u>got cold feet</u> . | • up for sale |
| f I'm a <u>free agent</u> . | • wanting |
| g She's <u>pushing</u> for marriage. | • not for local people |

UNIT 7

Crime and punishment



Crime buster

Vocabulary preparation

- 1 Here are some noun groups you will hear in the conversation. The words are not in the correct order. Put the words in the correct order.

a lot disputes of a neighbourhood

b related issues domestic

c day of part small quite a the

d other service issues customer the

e person confident a fairly

f male our counterparts

- 2 List the qualities and skills you think a person needs to be a police officer.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Global listening

- 3 Listen to the tape. Tick the correct answers below.

a How many speakers do you hear?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

b What type of interaction is it?

☐ casual conversation ☐ interview ☐ transaction

c What are the speakers talking about?

☐ the growth of crime in the city

☐ a career in the police force

☐ corruption in the police force

Conversation topics

- 4 Listen to 7A again. Number the topics in the order they are discussed.

a ☐ skills/personal qualities needed to be a police officer

b ☐ closing

c ☐ what it's like to be a woman in a male-dominated police force

d ☐ major duties performed by police officers

e ☐ introductions

Telling the facts

- 5 Listen to 7A again. Tick the police services the speaker talks about.

☐ investigating crimes

☐ finding lost people

☐ directing traffic

☐ dealing with reports of theft

☐ dealing with neighbourhood disputes

☐ investigating murders

☐ investigating accidents

☐ apprehending drug dealers

- 6 Listen to 7A again. Are the statements true or false? Tick the correct box.

	True	False
a Police officers spend most of their day on customer service issues.	<input type="checkbox"/>	<input type="checkbox"/>
b A duty officer's day is fairly predictable.	<input type="checkbox"/>	<input type="checkbox"/>
c Police officers need to be confident and assertive.	<input type="checkbox"/>	<input type="checkbox"/>
d Police officers need a lot of patience because crimes are not solved quickly.	<input type="checkbox"/>	<input type="checkbox"/>
e Female officers are not expected to do the same work as the male officers.	<input type="checkbox"/>	<input type="checkbox"/>
f Male offenders will back down more readily when dealing with female police officers.	<input type="checkbox"/>	<input type="checkbox"/>
g Olympia taught art before joining the police force.	<input type="checkbox"/>	<input type="checkbox"/>
h Olympia wants to work with the dog squad.	<input type="checkbox"/>	<input type="checkbox"/>

- 7 Listen to 7A again. Why did Olympia join the police force? List two reasons she gives.

- _____
- _____

Asking questions

- 8 Listen to 7A again. Complete Tony's questions. The first one has been done for you.
- What sort of services are the police offering these days?
 - _____ to be able to do as a police officer?
 - _____ to be a policewoman?
 - _____ treat you differently?
 - _____ to become a police officer?

Idioms and colloquialisms

- 9 Listen to 7A again. Write the idioms and colloquialisms in the conversation which mean the following.

a to resolve (disputes)

b there are many things to be done (duties)

c you don't know what you'll be doing that day (work)

d write reports

e retreat from or abandon (argument or dispute)

7B

A messy robber



Vocabulary preparation

- 1 Match the underlined expressions with meanings on the right.
- | | |
|--|----------------------------|
| a Oh those <u>numbskulls</u> ! | • when conditions are good |
| b I didn't <u>have the heart</u> to tell them. | • idiots |
| c <u>laughing his head off</u> | • oh no |
| d It's been <u>ransacked</u> . | • have the courage |
| e <u>at the best of times</u> | • made messy |
| f <u>Oh bugger!</u> | • laughing heartily |

Global listening

- 2 Listen to the tape. Tick the correct answers below.
- a How many people are talking?
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- b Where are the speakers?
☐ at home ☐ at work ☐ in a restaurant
- c Where did the robbery take place?
☐ at work ☐ at the station ☐ at home
- d What is the purpose of the interaction? There may be more than one correct answer.
☐ to gossip
☐ to give instructions
☐ to recount events
☐ to give an explanation

Sequencing events

- 3 Listen to 7B again. Number the events in the correct order. The first one has been done for you.
- a ☐ Mavis chased after the robbers.
- b ☐ The police looked at the rooms.
- c ☐ Wanda got home.
- d ☐ Ray didn't tell the police that his house is always untidy.
- e ☐ The robbers dropped everything in the street.
- f ☒ 1 Mavis saw the robbers coming out of the front door.
- g ☐ The police said that the thief made a mess of the house.

Telling the facts

- 4 Listen to 7B again. Are the statements true or false? Tick the correct box.
- | | True | False |
|---|--------------------------|--------------------------|
| a Wanda's house is usually messy. | <input type="checkbox"/> | <input type="checkbox"/> |
| b John's house is always clean and tidy. | <input type="checkbox"/> | <input type="checkbox"/> |
| c The robbers made a mess of Wanda's house. | <input type="checkbox"/> | <input type="checkbox"/> |
| d John's house looks like it has been robbed because it is messy. | <input type="checkbox"/> | <input type="checkbox"/> |
| e If a robber went into John's place, the robber would think another robber had been in before him. | <input type="checkbox"/> | <input type="checkbox"/> |
| f If anyone comments on his untidy house, John will tell them to clean it for him. | <input type="checkbox"/> | <input type="checkbox"/> |

Joining pieces of information

- 5 Listen to 7B again. Match the beginning of the utterance in A with the end in B. Underline the conjunctions.

A

- a It's fine
- b That's why I had to go home early
- c I rushed off.
- d (They) dropped everything in the street
- e I'd left, in an envelope on the dressing table, the money for our babysitter

B

- But it was too obvious for them.
- And apparently these people robbed three or four houses before us.
- but it's true we were robbed.
- 'cause our next door neighbour... rang us.
- so everyone got their things back.

Using the past tense

- 6 Listen to 7B again. Fill in the past tense verbs that Wanda uses.

- a She _____ them coming out of the front door, with all the loot, and _____ after them.
- b Anyway they _____ everything in the street so everyone _____ their things back.
- c And the most amazing thing of all was I'd _____, in an envelope, on the dressing table, the money for our babysitter.
- d But it _____ too obvious for them.
- e Anyway so I _____ home from work. I didn't _____ any of it at this stage.
- f I _____ hysterical and I _____ in and Ray's sitting on the couch laughing his head off.

Using contractions

- 7 Listen to 7B again. Write the contractions you hear.

- a He said, *Oh, _____ so lucky!* and I said, _____ *so lucky about it Ray?* and he said, *Ah they _____ take anything.*
- b _____ *be my excuse the next time someone comments on my untidy house.*
- c *Oh, _____ just been robbed!*
- d All right _____ *better get back to work.*
- e I'm glad _____ *OK.*

Exaggerating for dramatic effect

- 8 Listen to 7B again. Circle the words the speakers use.

- a Our next door neighbour, Mavis, (God love her/God save her), rang us to say that we'd been robbed so I (dashed off/rushed off).
- b And the most (amazing/astonishing) thing of all was I'd left, in an envelope, on the dressing table, the money for our babysitter.
- c I was (beside myself/hysterical) and I walked in and Ray's sitting on the couch (in fits of laughter/laughing his head off).
- d They said, *Oh gee! Mr. Brawn, they've (made a real mess of/destroyed) your house!*
- e And he said, *I didn't have (the nerve/the heart) to tell them that's the way it always looks!*



Drug problems



Vocabulary preparation

1 Match the words on the left with the meanings on the right.

- | | |
|------------------------|---|
| heroin | • someone who is addicted to drugs |
| pusher | • a dangerously addictive, illegal drug made from morphine |
| junkie | • people caught by the police for drug-related crimes |
| safe injecting room | • someone who sells drugs |
| Methadone | • powerful pain-relieving drug used for the treatment of drug withdrawal symptoms |
| rehabilitation program | • a place where addicts can take drugs under medical supervision |
| drug offenders | • program designed to help addicts overcome their addiction |

Global listening

2 Listen to the tape. Tick the correct answers below.

- a How many people are speaking?
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- b Where are the speakers talking?
☐ on talkback radio ☐ at work ☐ on a TV documentary
- c What is the main topic of conversation?
☐ the introduction of safe injecting rooms for drug users
☐ the effectiveness of an anti-drugs campaign
☐ the seizure of a large quantity of heroin in a drug bust

Conversation topics

3 Listen to 7C again. Number the topics in the order you hear them. The first one has been done for you.

- a ☒ 1 the anti-drugs campaign
- b ☐ jail terms for drug pushers
- c ☐ spending the money on safe injecting rooms
- d ☐ the TV campaign is a waste of money
- e ☐ conversation with a heroin addict

Telling the facts

4 Listen to 7C again. Are the statements true or false? Tick the correct box.

- | | True | False |
|--|--------------------------|--------------------------|
| a Danuta's daughter is called Susan. | <input type="checkbox"/> | <input type="checkbox"/> |
| b Susan is an English teacher. | <input type="checkbox"/> | <input type="checkbox"/> |
| c Susan took public transport home yesterday. | <input type="checkbox"/> | <input type="checkbox"/> |
| d Susan met a man who was on Methadone. | <input type="checkbox"/> | <input type="checkbox"/> |
| e The man started taking cocaine when he was thirteen. | <input type="checkbox"/> | <input type="checkbox"/> |
| f The man used to get the drugs from his parents. | <input type="checkbox"/> | <input type="checkbox"/> |
| g The man's father was put in jail. | <input type="checkbox"/> | <input type="checkbox"/> |

Expressing attitude

- 5 Listen to 7C again. Complete the sentences with the words that show the attitude of the speakers. Indicate whether the attitude is positive (+) or negative (-). The first one has been done for you.

+ / -

- a Have you guys seen the new TV ads, the campaign for drugs? I think it's a waste of money. ☒ -
- b What an _____ concept. ☐
- c That's _____. I mean how could a man do that to his own child? ☐
- d Oh it's so sad. Well I think the whole approach is _____. ☐
- e But I still reckon a _____ approach could be the way to go. ☐
- f Look, it's a _____ problem. It's a problem that is not going to go away. ☐
- g I think that you look at that TV ad, it must have cost an _____ fortune! ☐

Giving personal opinions

- 6 Listen to 7C again. Tick the correct answer.

- a Ron thinks that jailing drug users:
- ☐ doesn't achieve anything.
 - ☐ is the most appropriate thing to do.
 - ☐ aggravates the problem.
- b Ron says that some states don't have any:
- ☐ drug rehabilitation programs.
 - ☐ Methadone programs.
 - ☐ detoxification programs.

- c Graham thinks that drug pushers should:

- ☐ be incarcerated for life.
- ☐ be jailed like they are in other countries.
- ☐ face the death penalty.

- d Danuta thinks the current anti-drug campaign is:

- ☐ effective.
- ☐ ineffective.

- e Graham thinks the money for the anti-drugs campaign would be better spent on:

- ☐ education programs for children in schools.
- ☐ more rehabilitation programs for drug users.
- ☐ introducing safe injecting rooms.

Using different tenses

- 7 Listen to 7C again. Complete what the speakers say by circling the correct form of the verb.

- a Danuta: That's why she (has to/had to) take drugs.
- b Graham: I mean how (can/could) a man do that to his own child? Well that man (could/should) be put in jail.
- c Ron: I reckon the authorities (needed/need) a whole new approach if they really want to solve the problem.
- d Graham: I see what you mean but I still believe that drug pushers (must/should) go to jail, just like they do it in Asia.
- e Ron: I know it it's dreadful but I still reckon a less heavy-handed approach (is/could be) the way to go.
- f Graham: I think that you look at that TV ad, it (could/must) have cost an absolute fortune!

Giving feedback

8 Listen to 7C again. Tick the feedback the speakers give.

a Danuta: That's why she has to take drugs.

Ron: ☐ Precisely. ☐ Exactly. ☐ For sure.

b Danuta: He used to get heroin from his father.

Ron: ☐ Oh no. ☐ What? ☐ Really!

Graham: ☐ That's appalling! ☐ That's awful. ☐ That's atrocious.

c Graham: Well, that man should be put in jail.

Danuta: ☐ Mm, I disagree. ☐ Mm, for sure. ☐ Mm, I agree.

d Danuta: He said that the father was a drug user himself.

Ron: ☐ Oh it's so bad. ☐ Oh it's so sad. ☐ It's so mad.

e Graham: I think you look at that TV ad, it must have cost an absolute fortune!

Danuta: ☐ Oh for sure! ☐ I'll say! ☐ Oh heaps!

Ron: ☐ You're right! ☐ I'll say! ☐ Dead right!

UNIT 8

It pays to ask



Booking tickets over the phone

Vocabulary preparation

- 1 Here are some compound words and noun groups which you will hear in the conversation. Match the beginnings on the left with the endings on the right.

dress	card
expiry	fee
booking	circle
credit	tickets
adult	date

- 2 You will hear a number of words which deal with booking tickets. Look up the meanings of these words in the dictionary. Write the meanings on the line.

- a *concessions* means _____
- b *confirm* means _____
- c *transaction* means _____
- d *refund* means _____
- e *exchange* means _____
- f *cancellation* means _____

Global listening

- 3 Listen to the tape. Tick the correct answers below.
- a What event does the person want to book seats for?
- ☐ a concert ☐ a musical
- ☐ a play ☐ a sports event
- b How many tickets does the person want to buy?
- ☐ 3 ☐ 4 ☐ 5 ☐ 6
- c When will they go to the show?
- ☐ May ☐ June ☐ July



Taking notes

- 4 Listen to 8A again. Complete the caller's notes while she makes the booking. The first one has been done for you.

a Show The Sound of Music

b Season starts _____

c Price per ticket _____

d Concession _____

e Next available seats _____

f Location of seats _____

g Total cost of tickets only _____

h Booking fee per ticket _____

i Mailing fee _____

j Total cost _____

k Booking number _____

Taking down personal details

- 5 Listen to 8A again. What information does the operator take down? Tick the correct answers.

Credit card details	
a Credit card number	b Expiry date on card
<input type="checkbox"/> 2976 9900 2561	<input type="checkbox"/> 11/03
<input type="checkbox"/> 2796 9900 2651	<input type="checkbox"/> 11/02
<input type="checkbox"/> 2796 9900 2516	<input type="checkbox"/> 3/03
c First name on credit card	d Surname on credit card
<input type="checkbox"/> Vesna	<input type="checkbox"/> Galovick
<input type="checkbox"/> Victoria	<input type="checkbox"/> Talovic
<input type="checkbox"/> Vanessa	<input type="checkbox"/> Galovic

Mailing details	
e Street address	f Suburb
<input type="checkbox"/> 78 Parry Street	<input type="checkbox"/> Ferntree Gully
<input type="checkbox"/> 78 Tarry Street	<input type="checkbox"/> Fairfield
	<input type="checkbox"/> Fremantle
g Post code	h Phone number
<input type="checkbox"/> 6060	<input type="checkbox"/> 9386 1927
<input type="checkbox"/> 6160	<input type="checkbox"/> 9368 1997
<input type="checkbox"/> 6001	

Confirming the booking

- 6 Listen to 8A again. Check the confirmation details by ticking yes or no.

	Yes	No
a The show will take place at the Capitol Theatre.	<input type="checkbox"/>	<input type="checkbox"/>
b The session starts at 8.30 pm.	<input type="checkbox"/>	<input type="checkbox"/>
c The seat numbers are 28 to 32.	<input type="checkbox"/>	<input type="checkbox"/>
d The total cost includes the booking fee and postage.	<input type="checkbox"/>	<input type="checkbox"/>
e The tickets will arrive after ten working days.	<input type="checkbox"/>	<input type="checkbox"/>
f The booking number is 12740027.	<input type="checkbox"/>	<input type="checkbox"/>
g Vanessa inquires about the cancellation fee.	<input type="checkbox"/>	<input type="checkbox"/>

Answering questions

- 7 Listen to 8A again. Match the questions with the correct answers.

a How may I help you?	• Oh yes.
b So are there good tickets still available?	• Oh five.
c Are you available to go to any performance?	• No, that's everything. Thank you very much.
d How many tickets are you after?	• Preferably a Friday or Saturday night.
e How much are the really good ones right in the front?	• I'd like to book some tickets for the musical, <i>The Sound of Music</i> .
f Is there anything else I can help you with?	• All tickets are the same price. That's \$58.95 for adults.

Seeking clarification

8 Listen to 8A again. How does the caller seek clarification? Tick the correct answer.

a Operator: Now the next best available seats are on Saturday the twenty-eighth of June.

Vanessa: ☐ The 28th of June? ☐ June 28? ☐ The end of June?

b Operator: They'll be in the dress circle in row F.

Vanessa: In the dress circle in the front,
☐ am I right? ☐ is that correct? ☐ is that right?

c Operator: And that will cost \$2.75 cents.

Vanessa: ☐ For the lot? ☐ For each ticket? ☐ Each?



Changing an appointment

Vocabulary preparation

1 Tick the words which have a similar meaning to the underlined words.

a I have some paperwork to do to reschedule.

- ☐ arrange a new appointment time
- ☐ cancel the old appointment

b It's quite a lot of stuff here to do.

- ☐ many things to do
- ☐ a lot of things to move

c Just a bit of rigmarole.

- ☐ paperwork
- ☐ a complicated process

d Please be punctual.

- ☐ early
- ☐ on time



Global listening

2 Listen to the tape. Tick the correct answers below.

a Who is speaking?

- ☐ two men ☐ a man and a woman ☐ two women

b How would you describe the attitude of the secretary to the patient?

- ☐ friendly ☐ impatient ☐ rude

Telling the facts

3 Listen to 8B again. Answer the questions by ticking the correct answers.

a What is the patient's name?

- ☐ Maxwell Walter
- ☐ Walter Maxwell
- ☐ Maxwell Smart

b What does the secretary ask for?

- ☐ the application
- ☐ the test result
- ☐ the paperwork

c What did the patient do with the paperwork?

- ☐ handed it in to the hospital
- ☐ lost it
- ☐ sent it to the hospital

d When is the next appointment?

- ☐ Thursday 8th March at eight
- ☐ Tuesday 8th March at eight
- ☐ Thursday 18th March at eight

4 Listen to 8B again. Are the statements right or wrong? Tick yes or no.

	Yes	No
a Mr Maxwell needs a medical test.	<input type="checkbox"/>	<input type="checkbox"/>
b Mr Maxwell wants to have a new appointment.	<input type="checkbox"/>	<input type="checkbox"/>
c The secretary is happy to change the appointment.	<input type="checkbox"/>	<input type="checkbox"/>
d Dr Singh gave Mr Maxwell the paperwork.	<input type="checkbox"/>	<input type="checkbox"/>
e The test will be carried out at the hospital.	<input type="checkbox"/>	<input type="checkbox"/>
f The secretary is very patient.	<input type="checkbox"/>	<input type="checkbox"/>
g Mr Maxwell's number is 9345 1827.	<input type="checkbox"/>	<input type="checkbox"/>
h The secretary likes the patients to be a bit late.	<input type="checkbox"/>	<input type="checkbox"/>

Expressing impatience

5 Listen to 8B again. The secretary is annoyed that she has to change the appointment. Complete what she says to the patient.

- Yes, he _____ have given you the paperwork.
- He _____ have given you a sheet.
- As _____ as I have made it. Would you _____ wait one minute please?
- If you _____ hold the line please. I have some paperwork to do to reschedule.
- There's _____ a lot of stuff here to do.
- It's just a _____ of rigmarole when people change their appointments.
- That's the 18th of March at 8 o'clock. _____ be punctual.

Seeking information

6 Listen to 8B again. Match the questions on the left with the responses on the right.

- | | |
|--|---|
| a How can I help you? | • What do you mean by paperwork? |
| b What was your name? | • As soon as I have made it. |
| c Do you have your paperwork with you? | • Yes my work number is 93451287. |
| d Could you tell me the date for the new appointment please? | • Yes I do. |
| e Do you have a pen? | • Yes I have an appointment for a test. |
| f Could I have your contact number please? | • It's Walter Maxwell. |

8C

What's in a name?

Vocabulary preparation

- What's in a name?* is a quote from a play by Shakespeare. Ask a speaker of English what it means. What do you think this unit, called *What's in a name*, might be about?
- What is the meaning of the underlined words? Tick the correct answer.
 - I'm the Course Coordinator.
 - ☐ someone who manages educational programs
 - ☐ someone who manages student enrolments
 - I'm the Course Coordinator for the Department of Horticulture.
 - ☐ the science of growing fruit, vegetables, flowers or plants
 - ☐ the study of the plant life of an area
 - I'm looking to find a work placement for one of our students.
 - ☐ work experience
 - ☐ a job

- d As your company is a landscaping one
 - ☐ involved in land clearance
 - ☐ involved in designing attractive gardens
- e The one I knew was very nice and approachable.
 - ☐ good looking
 - ☐ easy to get on with
- f She must be fifty something by now.
 - ☐ somewhere between 50 and 59 years old
 - ☐ somewhere in her 50s or 60s
- g There's a zillion of us out there.
 - ☐ many of us
 - ☐ only a few of us

Global listening

8C

- 3 Listen to the tape. Tick the correct answers below.
 - a How many speakers do you hear?
 - ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
 - b What is the relationship between the speakers?
 - ☐ friends ☐ strangers ☐ work colleagues
 - c What is the purpose of the conversation?
 - ☐ to talk about a mutual friend
 - ☐ to find work experience for a student
 - ☐ to enrol in a TAFE course
 - d Which name is mentioned most often in the conversation?
 - ☐ Maureen ☐ Susan ☐ Ray

Telling the facts

- 4 Listen to 8C again. Tick what you know about Maureen.
 - a Full name
 - ☐ Maureen McIntosh
 - ☐ Maureen McIntyre
 - b Workplace
 - ☐ Box Hill Institute of TAFE
 - ☐ Geelong Institute of TAFE
 - c Position
 - ☐ Course Coordinator
 - ☐ supervisor
- 5 Listen to 8C again. Are the statements right or wrong? Tick yes or no.

	Yes	No
a The work placement would be for two weeks.	<input type="checkbox"/>	<input type="checkbox"/>
b Susan's company will employ the student after the work placement.	<input type="checkbox"/>	<input type="checkbox"/>
c Susan will give Maureen a definite answer today.	<input type="checkbox"/>	<input type="checkbox"/>
d Susan needs information about the student and the TAFE insurance policy.	<input type="checkbox"/>	<input type="checkbox"/>
e Maureen knew a Susan Anderson in Geelong.	<input type="checkbox"/>	<input type="checkbox"/>
f Maureen knows a Susan Anderson who is about 28.	<input type="checkbox"/>	<input type="checkbox"/>
g Susan's first cousin is called Susan Anderson.	<input type="checkbox"/>	<input type="checkbox"/>
h Susan and Maureen talk about four Susan Andersons.	<input type="checkbox"/>	<input type="checkbox"/>

Sequencing events

- 6 Listen to 8C again. Number the events in the correct order. The first one has been done for you.
- a ☐ Susan answers the phone.
 - b ☒ Maureen calls R & P Landscaping and explains the reason for her call.
 - c ☐ Susan and Maureen talk about Susan Anderson.
 - d ☐ Glen answers the phone and puts Maureen through to his supervisor.
 - e ☐ Susan gives Maureen her fax number.
 - f ☐ Maureen and Susan discuss the work placement.
 - g ☐ Susan and Maureen say goodbye.

Telephone skills

- 7 Listen to 8C again. Tick what the speakers say in these situations.
- a When Glen answers the phone and offers assistance, he says:
 - ☐ How may I help you?
 - ☐ Can I help you?
 - b When Maureen asks to talk to the person in charge, she says:
 - ☐ Who do I need to talk to?
 - ☐ Who should I be talking to?
 - c When Glen transfers the call to his supervisor, he says:
 - ☐ Just a minute and I'll put you through.
 - ☐ One moment, I'll put you through.
 - d When Maureen approaches Susan for help, she says:
 - ☐ I wonder if you'd be able to help us.
 - ☐ I wonder if you can help us.

- e When Susan has to check with her boss, she says:
 - ☐ I'll have to check with my manager first.
 - ☐ I'll have to run it past my manager first.
- f When Maureen asks for the means of communicating with Susan, she says:
 - ☐ Would you like me to fax to you or would you rather get an email?
 - ☐ Would you prefer me to send you a fax or email?
- g When Susan returns to the business discussion, she says:
 - ☐ Yeah, well, where were we?
 - ☐ Oh well, what were we up to?
- h When Maureen wants to follow up the result of the arrangement, she says:
 - ☐ Shall I give you a call back tomorrow?
 - ☐ Would you like me to call you back?

Describing someone

- 8 Listen to 8C again. Complete the sentences with the words that are used to describe Susan Anderson.
- a Oh I wonder if that Susan Anderson's the same one that I know. Well, the one I knew was very _____ and _____.
 - b Well, my Susan's a _____ girl.
 - c Oh yeah, but I think anyone _____'s young! She'd be about ah 28.
 - d Oh that's very young compared to me. The Susan that I knew was _____.
 - e She must be _____ by now. Well at least both Susans are _____.

UNITS 1-8

Tapescript

Unit 1 All in the family

1A Long time no see

Doug: Ian, mate. Good to see ya.
 Ian: Doug, g'day mate.
 Doug: How are you?
 Ian: I'm good. I'm good. And you?
 Doug: I'm very well. Listen, I believe congratulations are in order.
 Ian: Ah, you've heard, have you? A little baby girl, six and a half pounds, ten fingers, ten toes.
 Doug: And is it true the baby was born on Christmas Day?
 Ian: That's right. Little miracle.
 Doug: Ah, you know what that's going to mean? She's going to want a birthday present and a Christmas present.
 [LAUGHS]
 Ian: Oh don't, don't start. She's so beautiful!
 Doug: [LAUGHS] So what did you call the baby?
 Ian: Oh we went for ah Ann.
 Doug: Mm hm.
 Ian: Something short and simple. You know we thought with the name like Mastroianni. It was best just to keep it down to one syllable.
 Doug: Not a bad idea. [LAUGHS]
 Ian: She's adorable though. I tell you, I can't take my eyes off her. I can barely tear myself away.
 Doug: I know exactly what you mean. You know, my two girls are both in their teens now.
 Ian: Oh they're not.
 Doug: Can you believe it? They're always on the phone. Course they they both want mobiles now.
 Ian: Oh yes.
 Doug: Boys coming around.
 Ian: Adds up.
 Doug: It's scary. But it was funny last week I asked the girls if they wanted to come with me and see ACDC. Well, they looked at me...
 Ian: What's the...
 Doug: Yes, they looked at me as if I were a Martian. AC who?
 [LAUGHS]
 Ian: [LAUGHS] Ah, and and you've been good, you been well yourself? Business is good?
 Doug: Oh business, before Christmas, business was booming. I mean, I'm not knocking it the money was terrific but by the end oh, I just needed to get away so we went to Perth after Christmas.
 Ian: Good.
 Doug: And had a holiday with my sister.
 Ian: Yeah, you do, you have to go away you know. I I had a pretty hectic year last year and [SIGHS] I thought, you know, with the baby arriving and Cheryl was feeling a bit snowed under, I thought no I'll take a few months off and ah, and spend the time with the family and I have to say it was the right decision.
 Doug: Oh. You have to.
 Ian: Yep. Hey, we're having a barbecue on the weekend, ah, inviting a couple of the lads over, we've got Geoff and Enrique. Do you, do you want to drop in?
 Doug: Oh yes, sounds terrific.
 Ian: It's Jim's birthday.
 Doug: Ah, right.
 Ian: So we've got, ah, Adriana there. Bring bring ah Mary, bring the girls if you like, you know. There'll be other kids there so drop in for a beer.

Doug: Sounds good.
 Ian: Say, I don't know, after two?
 Doug: Sounds good to me.
 Ian: All right. I'll see you there.
 Ian: OK.
 Doug: See you then. Bye
 Ian: Bye.

1B Extended family

Teresa: My dad's retiring next month. He has been at the RTA for thirty-five years.
 Margaret: Thirty-five years!
 Teresa: I know. I'm really worried that he's just going to be bored to death.
 Margaret: Well, he needs to get a hobby. I mean that's what they have to do otherwise they do get bored.
 [LAUGHS] My dad retired about four, five years ago. And he took up an interest in the stock market, Happy but broke!
 [LAUGHS]
 Teresa: [LAUGHS]
 Margaret: He lost a lot of money after the crash.
 Teresa: Oh no. Oh, I can't see my dad doing that sort of thing. He's a really simplistic type of man.
 Margaret: Mm.
 Teresa: He just loved his job, you know. He was always so grateful for having it.
 Margaret: Mm. What made your parents come to Australia in the first place?
 Teresa: Well, Dad was born in Malaya but he was only ten when the Japanese invaded Singapore. He escaped to India, ended up in an orphanage. Of course he didn't end up getting much of an education.
 Margaret: Mm.
 Teresa: He eventually got across to England. That's where he met Mum. Oh, luckily she had some education, she'd finished high school. Anyway Dad got a job in a factory but he hated England, he just always really hated the cold. Ah, finally they decided to come to Australia.
 Margaret: Ten-pound poms.
 Teresa: [LAUGHS] Yeah, anyway they stayed in a hostel for about a year and then Dad got the job with the RTA. He's been there ever since.
 Margaret: Oh wow. Do you still have any contact with your relatives in England?
 Teresa: Oh, yeah, there's thousands of cousins on Mum's side. I went and stayed with them for a while but oh, it was strange that extended family thing. I never really felt like I fit in. There was all that sort of bitching.
 Margaret: Oh, I know what you mean. I mean we have a huge, well, it's a really close-knit family. I mean you can't avoid it with a lot of relatives. But on one hand, you know, we all want to stick together. We do stick together. We want to be one big family. But on the other hand they actually don't get along very well.
 Teresa: Well, as they say, *You can choose your friends but you can't choose your relatives.*
 Margaret: So right!

1C A lot on her plate

Dad: So Kim, how's work going? Are you settling in OK?
 Kim: Oh you know Dad, the usual, boring work.

Dad: Now come on, work's good for everyone. It keeps you busy. Imagine how bored you'd be if you didn't work, we'd never get you out of bed for a start.

Mum : Ah hey, Kimmy, are you going out tonight, darling, with the girls?

Kim: I'm not sure, Mum, I actually haven't thought about it yet.

Mum: Well, why not? You haven't been out all week. You can't just work, you've got to go out and see your friends a bit as well.

Kim: Mum, I'm tired. I started work at five o'clock this morning. I'm exhausted.

Dad: I know exactly what you mean. I know when I come home from work the last thing I want to do is go out again.

Melā: You know this really stinks.

Mum: Oh.

Mel: It's just not fair. Whenever I want to go out, it's like *No, Mel, have you done your homework?* But when Kimmy wants to go out, it's like *Of course darling, as late as you like.*

Mum: Ah Kimmy have you got a shift tomorrow, darling?

Kim: Ha, I actually don't think I've got a choice!

Mum: Hm?

Kim: If I say no the boss asks why and I say, *Well I've got plans to go out with friends.* And the boss says *Do you have plans with your friends every Saturday?* And I'm like *Yes!*

Dad: Now you have to understand where he's coming from. You'd think with all the unemployed people out there, they'd be queuing to work for him, but no some people just don't want to work. One day if you're a boss, you'll be in same position as him.

Kim: Oh yes, but come on dad. I need some time off. This is really unfair.

Dad: Yeah but it's also unfair to the boss.

Kim: Dad, I don't want to talk about this any more. It's a waste of time.

Mum: Hey just a minute. I..I'm a bit lost here. What's unfair about all of this?

Kim: Mum, I want to have a life. All I do is study or work and I don't think I should have to explain myself to the boss all the time.

Mel: Well I think you're being very immature actually, Kim.

Kim: [SIGHS] Oh [GROANS]

Mel: One's job should be a priority over one's party time.

Kim: Look I have a right to choose the time off, the days I want to work. I don't get rostered off.

Dad: You know in most jobs, you don't get called any more when you keep knocking back work.

Kim: Look, I've worked more than most people, Dad. I'm there almost every day. I feel like an idiot. I get paid hardly anything for it. Don't criticise me. I think I'll go out after all. I'd better get ready. I'll talk to you about it later.

Mel: [LAUGHS] Yeah, go and get a life, Kim. [LAUGHS]

1D Old age

Ken: I went to see my mother yesterday. She said to me, *You know, yesterday was my birthday and I didn't get a phone call.* and I said, *Mum, next Saturday's your birthday.* [LAUGHTER]

She said, *Isn't it today?* I said, *No, it's the fourth today.* She said, *Oh I got things mixed up.*

Pauline: Oh the poor love! How old is she, Ken?

Ken: She's ninety-one.

Alan: Oh, bless her.

Pauline: Ninety-one. Well she's allowed to get mixed up. I'm not even fifty and I get muddled. You know I was in the supermarket the other day and somehow I ended up at the checkout with somebody else's trolley. [LAUGHTER]

Alan: Oh no.

Pauline: Oh, I felt silly. Is your mum still mobile?

Ken: Oh she shuffles about, you know. She's got one of them four-wheel walker things.

Alan: So she's familiar with her surroundings.

Ken: Oh yes and the place she's at's marvellous. The staff they come in, they clean up after her, they vacuum.

All that sort of stuff.

Alan: Oh like it's a self-care unit.

Ken: What?

Alan: A bit like a motel.

Ken: Yes, yes.

Pauline: Do they have social.. ou, outings for the residents?

Ken: Oh they've got all sorts of social activity for them. Yeah, they've got buses that go to the shopping centre every day. Now, now listen this was a few years ago, my mum was driving some of the old birds to, in her car, you know and she's got to drop them off at the shop. Where did she pull up? Right on the corner where the post office is. Where there's a no stopping sign,

Alan: [LAUGHS] Oh.

Ken: Right there at the lights, you know. They said, *You can't stop here.* She said, *Oh yes I'll stop here. This is OK. I don't mind.* [LAUGHTER]

Pauline: Oh (LAUGHS) I don't mind!

Ken: Anyway, another day, after a truck ran into the back of her car at the lights.

Pauline: Oooh.

Ken: She rang me she said, *I've got some bad news.* I said, *What's that Mum? Is someone dead?* She said, *No, I'm going to hand my licence in.*

Pauline: Oh how old was she then?

Ken: Oh I don't know. Well she was well and truly into her eighties, I think.

Alan: Oh. [LAUGHS]

Ken: Well I didn't say this to her face but I thought, *Ah good, good, good, I'm so pleased about that.* You see I think there's got to be a time when all of us, the older we get think about stopping driving altogether. So I told her, *It's going to be cheaper from now on for you to catch a cab. And you won't have to pay the costs of insurance and petrol and rego and licence...*

Pauline: Ah.

Ken: *And all that sort of stuff.*

Pauline: Well I agree to a degree but..gee, it's hard for old people. They wanna maintain their independence, don't they?

Ken: True.

Pauline: I mean my father-in-law really shouldn't be driving still but I can't stop him. He knows his own mind.

Ken: Mm.

Alan: Yes, oh well. It looks as if we're up for our next set. Everybody ready?

Pauline: Yeah, before I get too old. [LAUGHTER]

Ken: I think I'll go and ring me mum.

Unit 2 Somewhere in my youth

2A First day at school

Gabi: Greg, Linda said you grew up in the country. Where did you go to school?

Greg: Well, at first I went to a school in a small town called Nullawil in Victoria. You know I can remember my first day as though it were yesterday. Mum bought me a little case to take to school and of course I got teased because cases were supposed to be for girls only in those days.

Vince: [LAUGHS]

Greg: I remember being very angry and tossing it down on the gravel and virtually ruining it. I never did use that case again.

Gabi: Hm, I bet your mum was pleased.

Linda: I hated my first day at school. I couldn't believe Mum would leave me with all these strangers. She dressed me in my best dress, a really bright pink one with huge blue ribbons on it. Everyone else looked so drab and dirty and teased me for being different. I was so angry at Mum.

Gabi: Oh, I think children are better prepared these days because they go to preschool. Gosh I remember my first day at school in Australia. I mean here I am, a five-year-old child, just arrived from Hamburg and I couldn't speak English.

Linda: Oh.

Gabi: I was so miserable I had nobody to talk to. We changed schools five times before I settled down. Greg did you like your first school?

Greg: Yeah, it was all right but it was, you have to understand that it was a very small school, stuck out in the desert. I mean the school yard was underdeveloped, of course, and all there were were scrubby trees and the ground was littered with sand and bark and that's what we used to play in during the school recess.

Vince: Oh, how many ah kids went to this school?

Greg: Ooh, let me see. There weren't many. It was, it was a very small school. I think it was only about twelve but there were different classes so the teacher had to, well, one teacher had to teach all seven classes at the same time.

Gabi: Wow!

Greg: So it was quite a feat for country school teachers in those days.

Linda: Mm.

Vince: Oh no let me tell you. It still happens. Even in the city. Teachers...

Linda: What?

Vince: Yes, overcrowded classes, composite classes. It's ridiculous. Did you go to the ah, the local high school?

Greg: Ah, no, well Mum thought I'd get a better education from a private school. So I went to a boarding school in Ballarat, Victoria, and I boarded there during the school term and came home during my holidays.

Vince: How about that, ha? It's a classic case of the public system versus the private system.

Greg: Not really. It cost Mum and Dad a fortune to send us there but ah they were making good money at the time. And you have to understand the public school in the country was very under-resourced then.

Linda: Mm, our kids are at public school now, though, because we think that they're just as good. Private schools are just so very expensive, and I think we'd do better saving for when they're at university.

Gabi: Oh that's a great idea. My children are only small but I think I should start saving for their education now.

Linda: Mm.

2B East meets west

Katrina: I might have a cup of tea. Would you like one, Michelle?

Michelle: Oh, thanks. White and one.

Katrina: Where are you originally from?

Michelle: Mm, guess. It looks like I'm from somewhere really exotic doesn't it? Then I open my mouth and it sounds like I've never left Australia.

Katrina: Yes, I thought you might be from New Zealand but you don't sound like a Kiwi.

Michelle: My parents are Anglo-Burmese.

Katrina: Oh, really?

Michelle: Mm. English was always their first language.

Katrina: Do you speak Burmese?

Michelle: [LAUGHS] My parents hardly speak Burmese. They only speak it when they want to keep something quiet from us kids.

Katrina: Oh. [LAUGHS]

Michelle: We eat a lot of Burmese food though. In fact all Asian food. I love it!

Katrina: Do you know any Burmese people here?

Michelle: Um Mum likes going to the Burmese Friendship Association. I used to go with her sometimes but they all spoke Burmese! I couldn't understand a thing that was going on. [LAUGHTER]

Actually I love having Burmese background. I've been there a couple of times. I love all of Asia.

Katrina: You must really be able to relate to the Asian cultures.

Michelle: Oh, not really. I had this romantic idea that I was part of it all. But my background's here. I mean Asians are the friendliest people in the world. It makes it so easy to travel there. But my roots are Australian.

Katrina: How old were you when you first came to live in Australia?

Michelle: Five.

Katrina: Oh so you basically grew up here. You've done all

your schooling here?

Michelle: Yeah, it took me a long time to feel like I belonged. There was a lot of bigotry and racism when I was growing up. It was really hard going to school. In fact it was hard even going home. My parents and my two older brothers, they're all fair skinned. I have this dark skin. I never felt like I really belonged. I never felt like there was anyone I could talk to. It wasn't really till I started travelling that I realised what a fantastic country this is.

Katrina: Mm.

Michelle: How much opportunity that's here. That's when I started feeling, well, comfortable about being an Aussie.

Katrina: [LAUGHS] And after all modern-day Australians are from all sorts of different backgrounds, aren't they?

Michelle: Ah exactly. It's a mixed bag all right.

Katrina: Well here's your tea. And I think we'd better get back to work now.

Michelle: Oh yeah, OK see you later.

Katrina: Bye.

2C Farm boy

Penny: Mm, that's lovely wine, Monika. Thanks for that. Isn't that good!

Ray: Mm.

Penny: What do you call it?

Monika: It's Tramina Reisling, actually.

Ray: Mm.

Penny: Where, where did you get that from?

Monika: Just from the local bottle-o.

Penny: Oh, it's beautiful. Oh, has your cousin gone back to Germany yet, by the way?

Monika: Yes, she left last week.

Penny: Did she have a good time?

Monika: Oh, she loved it. You know the place she loved most was the outback!

Colin: Well you know why?

Penny: Why?

Colin: Because she liked the nothingness!

Ray: [LAUGHS]

Penny: [LAUGHS] Nothingness! Oh God, plenty of that in the outback. Hey, you know Ray's got a hankering to go back to the country, do you?

Monika: Really.

Colin: I thought you were born in Sydney.

Ray: Oh, I was but when I was born my parents had a farm in outback Queensland.

Monika: So why were you born in Sydney, Ray?

Ray: Well I was Mum's first born and she was feeling very anxious about that and ah, she wanted to be with her mum in Sydney, you know. Just as well, really. I was about six weeks premature.

Colin: So were you brought up in Sydney?

Ray: No no no no. Ah when I was strong enough, Mum took me back to the farm; things were pretty tough for them back in those early days, though. Do you know that my cot was the bottom drawer of a chest of drawers?

Colin: Oh, you're joking.

Penny: [LAUGHS] Get out your violins everyone.

Ray: [LAUGHS] Ah, we have improved our living standards somewhat since then, though.

Penny: At least we managed a cot for our first born.

Monika: So what sort of farming did your father do?

Ray: Oh, Dad mainly grew wheat and ran a few sheep. He started out working for his uncle but eventually he got his own farm and ah, you know built a house on it.

Colin: So you were a farm boy!

Ray: Oh I sure was. Have to say it was a bit dull most of the time. There was the odd bit of excitement though. Like I remember one day Mum was coming to pick us up from school one day and we saw her coming in the distance when the car suddenly stopped and had smoke billowing out from under the bonnet.

Penny: Ooh!

Ray: Well see stones had been thrown up from the gravel road and ah had busted the glass, um, petrol pump. The petrol had spurted all over the engine and the

entire thing had caught fire!

Monika: Oh my goodness! How did she put it out? Was she okay?

Ray: Oh she was fine but you know, being a city girl she had no idea how to handle the situation!

Penny: Well of course not.

Ray: Well she didn't know to throw sand on it or smother it with the blanket. One of the locals came to our aid, drove us home. Poor old Dad, he had to buy us a new car.

Penny: [LAUGHS] Oh, that's a good lurk.

Ray: It was.

Penny: I wonder if I could set fire on the Datsun. Ray a Ferrari would be nice, wouldn't it?

Ray: Oh sure.

Monika: Oh I would have loved to have grown up in the country. But didn't you get lonely?

Ray: Oh I did a bit. I mean it was, it was pretty isolated but you know when I was a kid I absolutely loved it, especially round the school holidays. I had a great time, mustering the sheep, riding Dad's motorbike, helping him around the farm. [SIGHS] Oh, I'd like to go back to that life one day.

Penny: Well, you'd be going back on your own, darling. [LAUGHTER]

Monika: No way am I going to the country. I'm a city girl.

Penny: Oh Penny, you don't know till you try. You might really like it.

Monika: [LAUGHS] Oh yes.

Penny: Is there any of that wine left?

Monika: We'll see.

Unit 3 We are what we eat

3A How to make gazpacho soup

Teacher: So today we're going to make a few small dishes. We're going to make this one first. It's gazpacho soup. What we do, um, I've pretty well written the method up there on the board. So we've got everything here. To begin with, we've got the cut cucumber, tomatoes, which have been peeled and de-seeded, onion, garlic, stock, olive oil, salt and pepper. And the only thing I haven't got in there is vinegar.

First I'm going to blend the tomatoes, cucumber, onion and garlic up into a mixture. It looks this pink colour because we're using fresh tomato. You might have seen the recipe in other books. They use tinned tomato, that's why it's a darker, redder colour. Next add stock and part of the olive oil, not too much, about twelve mls OK. and then it's going to have the garnish of the capsicum and the other half of the cucumber. You taste that and see if you need any more salt and pepper.

OK and turning now to the croutons. Now we're going to make the croutons, OK. So with the croutons, first you just cut the crust off the bread. Cut them into six by six, six long way six across and dry fry them in the oven, no butter, no oil, no nothing, OK? Next put the croutons over the top. Add some fresh basil there. I'm going to put a little bit over the top. We've cracked pepper on it as well. And lastly we can put them in the bowl and serve them and that'll be it. That's it. It's quite nice actually and it's quite refreshing, especially in summer. It's very popular in Spain and Mexico. OK? You'll probably be quite surprised how mm, how nice that is, especially in summer. So make sure you taste it. Needs a bit of salt. Add some olive oil and that goes in as well. Have a try then.

3B Food and fashion plate

Gloria: My sister is driving me mad. When we go out to eat, she just, sends me crazy.

Angela: Why?

Gloria: Well, she's in fashion. She's a designer and she wants to look good in clothes but every time we go out, she orders this huge meal, but she doesn't eat it. She only eats a bit.

Angela: Why doesn't she get a small serving?

Gloria: I don't know. I think it makes her feel good that she's convinced herself she's eating a lot of food.

Jenny: Well, I have a friend who's in fashion. Well, she desperately wanted to be a model but she can't be because you know, models are slim and gorgeous.

Gloria: Mm.

Jenny: But my friend loves her food. So she's a bit round. [LAUGHTER]

Jenny: It doesn't stop her from wearing, you know, the latest fashion clothes, really expensive, really fashionable and sometimes really ridiculous!

Gloria: Oh.

Angela: [LAUGHS] Has anyone said anything to her? Oh it might be a bit rude.

Gloria: Mm.

Jenny: No, no. I mean she knows she's chubby and she doesn't feel great about it but, you know, I mean, every time I see her I think, *Gosh! What's she going to turn up in?* [LAUGHTER]

Jenny: I mean sometimes she can look fabulous but most of the time these days because the fashion these days.

Gloria: Oh, just for the very thin and the very young.

Angela: Mm, oh, I mean look at me. It's so hard to find clothes for a size sixteen!

Jenny: Mm.

Angela: Most shops you go into they only stock up to size eight.

Gloria: Mm.

Jenny: Up to!

Angela: Yeah. [LAUGHTER]

Angela: Look, a friend of mine, you know, they went into a designer shop recently and she wanted to buy some clothes off the rack.

Jenny: Mm.

Angela: Anyway the shop owner told her he wouldn't cater for her.

Jenny: What?

Angela: She argued she had very good money to spend and was prepared to pay. But the shop owner still said, No. He said he wanted his clothes to look good on the people who wore them.

G & J: No!

Angela: How upsetting is that?

Gloria: How dare he!

Angela: She was furious.

Jenny: Oh, look, I know that we should watch what we eat but it's so hard. There's so many food fads!

Gloria: Oh, I don't know who to listen to. There's a new diet every week.

Angela: Oh, one day they tell you to eat rice, a lot of fibre, bread. The next day they say the best way to lose weight is to eat meat and protein, but no fibre!

Jenny: Oh, I don't know.

Angela: What do you do?

Jenny: Well really you just have to eat sensibly, that's all.

Gloria: Oh, I agree. Shall we order more wedges?

Jenny: Oh yeah.

Angela: Mm, yum.

3C Obesity in children

Kerry: To today's program: *Overweight Kids*. According to medical research, obesity is fast becoming the most serious and costly disease among our children. Overeating and under-exercising lie at the heart of the problem. Now to discuss what lies behind the obesity epidemic and what treatment can help to stem the tide, I'm joined by Dr Thomas Gold.

Thomas: Good morning Kerry.

Kerry: Welcome to the show, Thomas. The current figures on obesity among children and the adult population are quite alarming. What are the reasons for the increase?

Thomas: Well, Kerry. They're, they're certainly alarming. I think we're all aware of the changes in society which have reduced our physical activity and changed our eating habits. Ah, we don't do much physical labour at work any more. In fact most of us sit down in front of our computers for eight hours a day.

Kerry: [LAUGHS] That's true.

Thomas: We do, absolutely nothing. Most of us drive and very few of us walk, we don't allow, um, our children to cycle or to play after school.

Kerry: Oh, well, there's the safety issue.

Thomas: We're very concerned about safety. We drag them inside, we sit them down, we don't allow them to to exercise.

Kerry: Mm..hm.

Thomas: And of course in, in, in terms of the types of food we're eating, most of the ready-prepared processed food we buy today probably contains fat, too much fat and far too many calories.

Kerry: Yes, in fact we're seeing diseases grow among children that have traditionally been middle-aged diseases, aren't we?

Thomas: Mm, we are. A lot of chronic diseases that we'd normally associate with um, middle and late age, in western societies such as heart disease, diabetes, high blood pressure, and joint problems are now developing in, in children as young as, oh you know, five, five and six. Mm.

Kerry: And, and in which sectors of the community are we seeing the highest levels of obesity?

Thomas: Well, certainly within the Australian society er, those who are less privileged, ah less educated, with less income.

Kerry: Mm hm

Thomas: Ah, some of the newer migrant groups and Indigenous Australians are the people who have the highest rates of obesity.

Kerry: Mm, and you're asking the government to get involved in this as a major public health issue, aren't you?

Thomas: Oh yes, yes.

Kerry: Ah what can they do?

Thomas: Oh, well the government certainly needs to get involved. The problem needs to be taken seriously. We should control junk food advertising.

Kerry: Oh certainly agree with that!

Thomas: And we should make more recreational facilities available to the public. We should also look at the number of hours we allow our children to spend in front of the television. Well, for example, in a couple of schools in the US where they've reduced television watching there's been a weight loss in the class as a whole.

Kerry: Is that true?

Thomas: Mm.

Kerry: Well let's hope that we can solve this problem together. Dr Thomas Gold, thank you very much.

Thomas: Thank you, Kerry.

Unit 4 Getting of wisdom

4A Course enquiry

Operator: Good morning. Launceston TAFE Hospitality. How can I help you?

Maria: Oh, ah, good morning. Could I speak to Wayne, um, Hawkey, is it?

Operator: Yes. May I ask who's calling please?

Maria: Ah, Maria Martinelli.

Operator: Just hold the line, I'll put you through.

Wayne: Hello, Wayne Hawkey speaking.

Maria: Oh, um hello. Ah my name's Maria Martinelli. I I don't know if you would remember me but I met you at Food Fair a couple of months ago.

Wayne: Oh, yes, yes. How are you?

Maria: Good, I'm fine thanks. Um, I'm not interrupting anything, am I?

Wayne: No, no, I've just got the students on a coffee break at the moment.

Maria: Oh, good, um, 'cause I know you're busy. Um, I just wanted to ask you a couple of questions. Ah, you might remember I talked to you about my son, Ollie. He's quite interested in doing your course, um, and I wondered, first of all, how long is it?

Wayne: How long?

Maria: Yeah, the length of the course.

Wayne: Oh, a full time Certificate Two course takes ah six months to complete.

Maria: Right, and what sort of qualifications would they have at the end of that?

Wayne: They get a certificate that tells them what they did in that six months and what they're qualified to do after that.

Maria: So after the end of the six months they could get an apprenticeship?

Wayne: They could, if they wanted to, yes.

Maria: Oh good and what sort of employment prospects are there?

Wayne: It's always easy to find work in Hospitality.

Maria: Ah, thought so. [LAUGHS] That's, oh, sorry I nearly forgot. Um there's a uniform, is there?

Wayne: Yes, they'll need ah footwear, a decent pair of shoes, heavy-duty shoes, steel-capped's the best in case a knife or something heavy falls on them; a double-breasted jacket.

Maria: Oh, hang on a second, sorry, I'm I'm just writing these down.

Wayne: Um, a double-breasted jacket, ah, checked pants and a hat to stop hair from falling in the food and a scarf.

Maria: Right, scarf. And do they have to bring their own knives?

Wayne: Yes, and they can get any of this stuff from a commercial kitchen supplier.

Maria: Terrific. Well that's great, Wayne. Thank you. I'll um, I'll tell Ollie all about that.

Wayne: Oh, thanks very much and I hope to see him soon in the class.

Maria: Well, hope so. Bye.

4B Hospitality class

Wayne: Okay. Today we're going to do some more vegetarian dishes. I'm going to talk about some ingredients. What we've got here is two types of tofu. This one's a more dessert tofu. Now we're going to use the firm tofu. This is a more savoury one. When you touch it, it's very firm on the outside and that's made from soybean curd. Okay? It's quite good for you. It doesn't have much flavour but it's good for vegetarians 'cause they want to have a stir fry with some extra obviously protein things. Okay. 'Cause there's obviously a lot in soy bean. Hopefully it hasn't been genetically altered. Okay? I'd like now to move on to the other vegetables. So what have we got? We've got baby bok choy over there. Give them a good wash because those little bulbs you'll find little grubs with it so. Also we've got Shitaki mushrooms. These are still imported from China. Don't ask me why but we import them from China. I don't know why we can't grow them here. You've got to take the stalk out because it's very tough but it's still nicer than the dry ones and it's very, very strong in flavour. With the green capsicum, we'll cut it in brunoise. Okay? What size is brunoise?

Student 1: Ah, is it two by two?

Wayne: Two by two or even three by three. Two by two is really small. Some books say two mls, some books say three mls. We'll also make vegetarian couscous.

Student 2: I I know.

Wayne: Good answer. What is it?

Student 2: Hm Moroccan pasta.

Wayne: Moroccan pasta. What's it made from?

Student 1: Ah, wheat.

Wayne: Okay. Refined sort of wheat. You soak it in hot water for twenty minutes and it goes soft and then we're going to fry it up with some julienne carrot. Remember in modern cuisine, people eat with their eyes, you know. If the food doesn't look good when they get it, you've already lost half the battle. Presentation is everything. Any questions?

[SILENCE]

Wayne: Good. Time is getting short so let's start. Get your ingredients you need and start preparing them.

4C A meeting

Mr Gordon: As you would realise from the newsletter I sent home last week, funding for our school study tour to France has been declined.

Parents: Oh.
No.
Oh for heaven's sake.

Mrs Power: Now the reasons the Department of Education have given us are firstly there have been many, many applicants.

Parent: Yeah, but there always are!

Mrs Power: Mm, second thing that they were concerned about is the three weeks spent out of school.

Parent: Oh.

Mrs Power: Now as you know our trip is not during the school break.

Parents: Ah.

Mrs Power: Third problem is the age of the students. Year 9 students, they think they're too young.

Mr Gordon: We've been invited to reapply. However, I wouldn't be placing a bet on getting the funding.

Parents: Oh.
This is ridiculous.

Mrs Power: Ah now, I'm a little more optimistic so how we're going to deal with these problems is that first we'll change the time of the study tour and let them know we'll spend more of our school holidays in France.

Parent: That might work.

Mrs Power: Mm, secondly we will submit a lesson plan so they can see what our students will study.

Parent: They'll like that.

Mrs Power: Thirdly we can argue strongly that Year 9 students are moving up to Year 10 soon, then they're not too young to travel under supervision.

Parents: Mm.
Oh fair enough.

Mr Gordon: Now before I go on any further you might like to ask questions.

Parent: Well, how soon before the trip will we know whether we get the funding?

Mrs Power: We should know in about two weeks.

Parent: Wh what's the chance of us getting the funding?

Mr Gordon: As I said before, don't count on funding. It's a bonus.

Parent: Yeah, OK. But just say we don't get the funding, how much is it going to set us back then?

Mr Gordon: We haven't done a final costing as yet.

Parent: Well, what about putting it off until July?

Mr Gordon: Well, it'll be more expensive because it will be in high season. You see it's in summer.

Parent: Ah, well look, what about, ah, going in December?

Mr Gordon: I think you'll find it'll be very cold.

Parent: Oh, I've been to Europe in December, it wasn't that bad.

Parent: Oh, but think about clothing we'll have to buy. For winter, it will cost the minimum of a thousand dollars. More expense.

Mr Power: Now look. There's no point in changing our booking now.

Mr Gordon: Now how many people are definitely going?

Parent: Excuse me, excuse me, but I'd rather not discuss my financial situation at this meeting. I'd rather write you a letter.

Mr Gordon: Look, I think that's an excellent idea and perhaps everybody should write to me or email me and set out what they think should be happening. So are there any more questions?

[SILENCE]

Mr Gordon: Well hopefully I can get back to you by this time in two weeks. And I'd like to say thank you all very much for coming tonight.

Parents: Um, no worries.
Thank you Mr Gordon.
Thanks Mrs Power.

Mrs Power: Well, you're welcome.

4D Too old to learn

Marie: Jackie's not coming in today 'cause she's tired.

Helen: Um hm.

Marie: Poor thing. Did you know she's doing a night course?

Helen: Oh yeah, absolutely. But you know what she's doing, don't you?

Marie: Hm?

Helen: Her HSC!

Marie: Oh!

Helen: Isn't that extraordinary? She's always had a bee in her bonnet about it because she was an early school leaver.

Marie: So you've talked to her about it.

Helen: Oh, we've hardly talked about anything else. She's nervous about it you know, I mean, well who wouldn't be, what ah.

Marie: Yeah.

Helen: How old is she now? Fifty-three, fifty-four or something.

Andrew: Oh well.

Helen: It's a fair while since she's been at school so she's embarrassed about being there with all the youngies and all of that, So I just said to her *Go for it! You'll love it!*

Marie: Well I'm sure she will. Oh gee, it must be too hard.

Andrew: Oh ah.

Marie: For her working at the same time.

Andrew: Oh, well.

Helen: Exactly.

Marie: I'm not going to go back to educate myself for you know, bloody certificate. [LAUGHS]

Andrew: Oh not really. She really, really needs it.

Helen: Yeah well. It's understandable, isn't it?

Marie: [LAUGHS] I really don't want to. Oh, wouldn't it be awful. I can't believe people who, who say that when they're going to retire, they're going to take up a course of study.

Helen: Oh no, I'm.

Marie: I'm, I'm not going to learn a bloody thing when I stop working.

Helen: [LAUGHS] Sit back and relax.

Andrew: Oh well. Look I've got this friend of mine.

Marie: I think. You know what I think?

Helen: What?

Marie: I think you either pick things up as you go along, you learn through life and things like that, don't you?

Andrew: Oh I don't know so much. Look.

Helen: Experience, exactly.

Andrew: I know a guy who has only just completed an accounting course at university. Now he was a mature-age student.

Helen: Well, what, what he's just.

Andrew: Well, I mean, he'd originally started his studies way back in the seventies.

Helen: Yeah?

Andrew: But he was called up to fight in Vietnam.

Helen: Oh right.

Andrew: When he eventually came home he ended up getting married, he had a couple of kids. Of course he never got around to completing his course.

Helen: No.

Andrew: But um, eventually he he got himself together. He went back to uni, he got his degree as a mature-age student. And of course now he, he's laughing. Well, I say good luck to him.

Helen: Oh, absolutely. How hard would it be?

Andrew: Well.

Helen: To go back to study after all those years?

Andrew: Personally I've got no inclination to do it myself.

Marie: Well I did you know. I've tried lots of courses.

Helen: [LAUGHS]

Marie: I have! I've done distance learning, relaxation courses but mainly lifestyle courses.

Andrew: Yeah, but why did.

Marie: I've done, you know, yoga and pottery. Oh, an and I did creative writing.

Andrew: Ha.

Helen: Oh now that's a tough course. You've really got to apply yourself in these things.

Andrew: But there's nothing too tough about [SIGHS]

Marie: It was fabulous but you know. It really was but I never really finished a term because it was so hard to juggle work and study.

Helen: Exactly. That's the thing that people forget, you know.

Marie: Oh yeah.

Helen: Work and study, family commitments. It's just...

Marie: Finding the time!

Andrew: Yeah, yeah, yeah.

Marie: But you know, you don't have to go to university to learn.

Andrew: Well you don't, well you don't have to. You learn everywhere.

Marie: No.

Andrew: Well, I mean you can read, you can.

Marie: Look you can, you can get stuff on the computer.

Andrew: The newspaper.

Marie: And the internet.

Helen: But, uh, don't forget some people just like studying.

Marie: Well, like Jackie. [LAUGHS]

Helen: Well that's right!

Andrew: Well as far as Jackie's concerned, good luck to her, I say.

Helen: Oh, absolutely. I take my hat off to her.

Andrew: Mm.

Unit 5 Our brilliant careers

5A Personal shopper

Kathy: Hello. Ah, look, I'm sorry this probably sounds a little bit strange but are you Debbie?

Debbie: Yes?

Kathy: Hi. [LAUGHS] Ah, I'm Kathy.

Debbie: Oh hi.

Kathy: Oh, sorry, from, ah, from number 18, just down the road. [GIGGLES]

Debbie: Oh.

Kathy: Um, sorry, Elsie next door gave me your name. Ah she said that ah, you have a job as I I think she said a personal shopper or something like that.

Debbie: Yes, that's right.

Kathy: Well you see, my eldest Sandy, has just finished high school and ah, well you've probably seen Sandy actually, on her way to school. She's about oh, so high.

Debbie: Oh yes.

Kathy: With ah blond hair and the funny little pierced lip, um, but, ah she's going to uni and ah, we were just wondering about you know a a casual job for her and your sort of personal shopping sounded like it might be something she could do.

Debbie: Yeah.

Kathy: Um, I don't really know much about it, though. What, what, what is it?

Debbie: Well, I I work for, ah, Supermart Online, it's called, in Collingwood. And you're right, I'm a personal shopper.

Kathy: But what, what is that exactly? [LAUGHS] What do you do?

Debbie: Oh, OK. People send in their shopping lists over the Internet to our website and then the shift manager downloads the shopping lists and gives them to me.

Kathy: Yeah?

Debbie: And I do the shopping for the customers. It's casual work.

Kathy: Oh, it is casual. That's good. That's good but, ah, ah, how many shifts do you have to do in a week?

Debbie: Oh, it varies. It can be up to five days a week or as little as one day a week but it's great for me because I'm going to uni.

Kathy: Oh you go there too!

Debbie: So it's something I can do. Yeah

Kathy: Oh good.

Debbie: Yeah. It's something I can do without having to think too much.

Kathy: Mm.

Debbie: It can be a bit monotonous, though.

Kathy: Right.

Debbie: But the pay's okay. It's above the minimum wage.

Kathy: Oh right. That good.

Debbie: And I start about six o'clock at night.

Kathy: You start at six?

Debbie: Mm.

Kathy: What? So you you work through the night do you?

Debbie: Yeah, sometimes. It it actually doesn't bother me because I get to make more money if it's after midnight.

Kathy: Mm.

Debbie: And I've got my university course to do.

Kathy: Mm.

Debbie: It has **affected my sleeping** pattern though.

Kathy: Mm, **yes, see that could be** a bit of a problem. Anyway look, I, I'll **talk it over with** Sandy and see what she thinks. But that sounds quite interesting actually.

Debbie: Well look, if Sandy's interested I'm only too happy to have a chat to her about it.

Kathy: Oh that's lovely. Thank you very much. Um, well I'll be off then. [LAUGHS]

Debbie: Okay see you later.

Kathy: Bye bye.

5B Shark feeder

Teacher: Ah okay. Attention, everybody.

Students: Shoosh.

Teacher: Thank you. This is Sam Jacobson. He's a shark feeder at the Aquarium.

Sam: Hello kids.

Student: Hello Sam. [GIGGLING]

Teacher: Now Sam has been uh, very generous with his time today. He's going to talk to you all about his job. Thank you Sam for giving up your time today. Um, could you tell us all what do shark feeders do?

Sam: Well, we feed the fish primarily and we also hop in and clean the tank.

Student 1: With the sharks?

Sam: [LAUGHS] Yeah, we, ah, we wear chain mail gloves to protect our hands.

Teacher: And what exactly is it that you do each day?

Sam: Well, basically we start the day with food preparation. First we defrost the frozen fish and the squids from the market. Then we get the feed tubs ready. Next we pop our wetsuits on and then we start the feeding. The big stingrays are first and so on and so on and, ah, we finish up lastly with the sharks. We hand feed the sharks. We don't feed them with a stick. We feed the sharks from the front because they can turn their heads very quickly to the side and ah, they could probably, you know, bite your hand, or they could rip it off.

Students: Ooohh!

Student 2: So what, there's, you know, a chance, like, they could attack you, like when you're swimming in the tanks with them?

Sam: Ah, well, whatever bites the divers here have suffered have been due to human error.

Student 3: Like what?

Sam: Okay, uh, one of the guys wasn't watching where he was and a shark came from behind, took his head in its mouth!

Students: Woooh!

Sam: He needed stitches right across his forehead.

Students: Oh.
Uwe!
Gross!

Sam: Oh, I've been bitten myself here on the hand once. It felt like tiny pin pricks through the glove, and, uh, one of the women got bitten on the ankle.

Students: Oh!
Oh!

Student 2: So like besides sharks then, is there any like any other animals that you take care of?

Sam: Yes, I look after the platypus exhibit. I feed them each day and I clean their enclosure.

Student 2: Yeah.

Student 3: What training do you need to be a feeder?

Sam: Right, well, it's good to have experience in keeping fish ah, you know, ah marine fish or tropical fish. I have I have a degree in Applied Science and that's in Aquaculture otherwise known as Fish Farming. And, ah, you need to be a qualified scuba diver.

Student 3: Do you ever get scared?

Sam: No. Not at all. I mean you've got to know what

you're doing. It's pretty exciting, really. And we always dive in pairs so that you can ring the alarm, if ah somebody gets badly hurt.

Student 2: Oh. Wouldn't do it, no!

Students: No.
[GIGGLING]

Teacher: No, I wouldn't either. Any other questions today?

Sam: [LAUGHS] Anything else?

Teacher: Oh well, Sam, it was really interesting to hear about your work and I'd like to thank you. We'd all like to thank you for talking to us today.

Students: [APPLAUSE]
Thank you.
Thank you, Sam.

Student 4: Isn't his suit top?

5C Job discrimination

Bob: So here we are at the beginning of yet another working week. Good morning listeners. We have our first caller on the line. Good morning Sue.

Sue: Hello Bob.

Bob: So, and um, what's the reason for your call today?

Sue: Well, Bob, I'm a qualified welder. I've got a TAFE Certificate in Turning and Welding.

Bob: Mm hm.

Sue: Now I rang up an engineering company to apply for a job as a welder and I did that this morning but they told me that the position had been filled. Now I've had this problem before so I got my husband to ring back straight away and they told him that the position hadn't been filled. That he should send in a résumé and they'd organise for an interview. So I called them straight back and told them that I wanted to apply but they said I could but it wouldn't get me anywhere. Well, I don't think that's fair!

Bob: Ah, look, my attitude to this is that people should be allowed to employ who they like. Look, I think the idea of discrimination is a nonsense when it comes to employment. I mean, if the boss wants to employ a sexy-looking redhead, he should be able to do so even though it is politically incorrect. I mean, it's his company, it is his money.

Sue: I suppose it's so but I really don't agree. I mean I can see your point but I'm a qualified welder. I've got a TAFE certificate to prove it.

Bob: Look. If you feel so strongly about it why don't you take it to the Anti-Discrimination Board? They'll give you a hearing.

Sue: Look they just didn't even give me a chance to give my name or or my qualifications. They just said no that the position had been filled!

Bob: Look, I agree it's tough.

Sue: But I, I'd just like to get a ...

Bob: Look, I agree with everything you've said, Sue, but it is up to the employer, if he wants a male or a female. [SIGHS] So if anyone out there wants a good welder who just happens to be a woman, contact this station and we'll put you in touch with Sue.

Sue: Thank you. Okay.

Bob: Well, thank you very much indeed for your call. Goodbye.

5D Ms Know-all

Nicole: Everyone, guess what?

Carol: What?

Nicole: Brian and Sharon have broken up.

C & S: No! Really!

Nicole: [LAUGHS] Uhuh.

Carol: How did you know that?

Nicole: I asked him.

Carol: Oh, what you just went to Brian and asked him?

Nicole: Yep. I've had this feeling for a couple of weeks that something wasn't quite right.

Carol: Yeah?

Nicole: Yeah. Anyway you know how he's going to Adelaide next week?

Carol: Yeah.

Nicole: Yeah. Well I said to him, *So is Sharon going with you?* and he says, *No!* Mm hm, well I wasn't going to just

leave it at that so I says to him, *So why?* and he said, *Well, we broke up, a couple of weeks ago.*

Carol: [GASPS] Oh!

Nicole: I knew it. I mean he's been looking so sad, haven't you noticed? He's been really quiet.

Carol: Yeah, yeah.

Nicole: And Sharon has been smugger than ever. She is such a heart breaker.

Carol: Yeah, absolutely.

Nicole: Such a cow!

Carol: And loves it too.

Sarah: Oh Brian!

Nicole: Yeah, anyway, I knew it, broken up two weeks ago.

Carol: And how's Brian? Is he upset?

Nicole: Oh, he says, *No.* He said it's been acrimonious.

Carol: Oh really? Gosh, well you can't blame Brian, if it was acrimonious. He's such a nice bloke but you can't say the same thing about Sharon. Woooo.

Sarah: Hang on, what does acrimonious mean?

Carol: Oh you know, bitchy, bitter. You know not happy.

Nicole: Anyway apparently that's only part of why he's actually leaving.

Sarah: Ooh, what else?

Nicole: Well he reckons Sharon has just like been really difficult. It's just so typical of her.

Carol: Mm.

Nicole: And she's so demanding. Have you seen her with that new guy? Have you met him yet, Tim?

Carol: Yeah cute!

Nicole: Oh he's gorgeous!

Carol: Mm.

Sarah: [GIGGLES]

Nicole: Anyway, she has just been flirting with him, like, outrageously.

Carol: No!

Nicole: Yeah I mean as if Tim would care for someone like Sharon. Anyway he's got a girlfriend, I asked him.

Carol: Yeah but that's not going to stop Sharon if she's after him. She'll do anything to get a bloke.

Sarah: Yeah, she's a real love em and leave em.

Carol: [LAUGHS]

Nicole: Anyway Brian isn't actually moving to Adelaide. He's just going on holiday.

Carol: Oh.

Nicole: He just says he needs to get away from everybody.

Carol: What us?

Nicole: Oh no I said exactly the same thing but he said, *Present company excepted, of course.* And I said, *Oh yeah!*

Carol: God well he'll be all right. He'll find someone else. He's such a gorgeous guy!

Nicole: I know but just think of all the money that he has spent on that girl. He has been so generous.

Carol: Mm.

Nicole: Bought her the most beautiful presents.

Carol: Mm.

Nicole: I just reckon she's a gold digger. I think that's why she was with him, just for his money.

Carol: A gold digger?

Nicole: Yeah, I do.

Sarah: Oh come on. I don't think she's that bad. After all how much money would anyone get from Brian.

Carol: Oh true.

Sarah: He's as poor as a church mouse! Oh, look I I think I'd better go and check the emails.

Ron: Excuse me ladies! Nicole someone's here to see you about the Adobe training.

Nicole: Oh, all right. Hey, I've got to go but listen I'll talk to you later. I found out why Julia was late yesterday!

Sarah: Oh.

Nicole: Mm.

Unit 6 No place like home

6A A roof over your head

MC: Well thank you all for coming to the open day. I'd now like to introduce the speaker from the Department of Housing, Duc Chai Nguyen.

Duc Chai: Good morning everyone. I'd like to talk about the history of the Department firstly and then the eligibility and how to apply for public housing. The Department of Housing has been around since the second, well, actually after the Second World War. And initially I guess we were set up to try to help reunite families of men who'd gone to war and returned to Australia. So initially it was set up that way. Fifty years later, however, society has changed. Unemployment is rising and people are finding more and more that they have problems finding a place to live. The Department of Housing tries to help people overcome homelessness and the way they do that is to offer people public housing. People apply and place their names on a waiting list which we call a housing register. After that the Department assesses these applications. And who is eligible to apply for public housing?

MC: Well, number one, you have to be a citizen or a permanent resident of Australia and be a resident of New South Wales because the Department of Housing is for New South Wales. Ah it's different across the states. Number two, you have to meet our financial eligibility criteria. For one person at the moment, you can't earn more than three hundred and ninety five dollars a week gross. For two people it's five hundred dollars a week. So basically public housing is for people with very low incomes. Number three, you can't be a property owner. And number four you have to be over the age of eighteen.

MC: And how can a person apply for public housing?

Duc Chai: Well people come and say I'm homeless or I need to move, I'm being evicted or you know something like that. First you'll get a ticket. Then you'll sit down and wait until the client service officers come out to give you advice and you'll pick up an application form there. If you're just applying to go on the waiting list, you'll be asked to show us bank statements of your savings for the last three months. This is just to clarify that you are meeting our income limit. You are required to show your passport or driver's licence with photo ID. The passport is to determine your permanent residency or appropriate visas. Then you can go on our list. Finally you'll receive a letter that says you've been approved.

MC: I'd like to thank Duc Chai from the Department of Housing for coming and talking to us today. If anyone wishes to discuss their problem of housing with Duc Chai, they can see her during the coffee break.

6B Have backpack, will travel

Mitra: Well, I have finally decided to move out of my parents' house.

James: Oh great!

Mitra: Yeah, get a place of my own. I really want to find somewhere near a train station. Where do you live?

James: In Redfern.

Mitra: Oh, that's nice and close.

James: Yeah, it's great!

Mitra: Well do you live, ah, with anyone?

James: Yeah, I share a room with my girlfriend, and, ah, we live in a five-bedroom place. There've been up to eight people living there at any one time.

Mitra: Eight people!

James: Yeah at the moment there are only three of us.

Mitra: Oh, it must be crowded when there's eight of you.

James: Oh, it's not too bad. It's got a good-size backyard and a big kitchen and a really large lounge room.

Mitra: Oh, what fun! I'd love that! Can't wait to move out. I just know my parents are going to have a fit.

James: Oh, but you're old enough to make up your own mind, aren't you?

Mitra: Yeah, I know. It's a cultural thing. My parents have all these values that are like decades old. [SIGHS] So tell me about your place. Are they all backpackers that you live with?

James: Oh not at all. The council owns and runs it and ah

there's one condition. And that is that you have to be there for at least three months. So we tend not to get backpackers really or, or you know people moving through in two weeks or so. Lots of students.

Mitra: You're backpacking, aren't you?

James: Yeah, but I've been there for four months now.

Mitra: Oh, I'd love to travel the world. Just two small problems. I'd have to save at least some money and my parents would completely freak out!

James: [LAUGHS]

Mitra: So you're happy living in Redfern?

James: Oh absolutely. I love it there. You meet lots of interesting people from all over the world, you know, ah, I've met Irish people, I've met French people, ah, lots of Aussies, lots of students ah, doing exchange programs. So I think I'll stay on for another few months and then my girlfriend and I will head up the coast.

Mitra: Like up to Cairns?

James: Yeah we'll go to Cairns, and then fly to New Zealand and then from there we'll go to Hawaii.

Mitra: Oh how beautiful! Sounds just amazing! I'd love to go backpacking with my boyfriend. Hm, my parents don't even know I've got a boyfriend!

James: You're joking!

Mitra: No. They'd die if they knew he was Australian, I just tell them I'm going out with friends.

James: Oh, how can you keep that a secret?

Mitra: Oh, it's simpler like that! I'll tell them one day, maybe! [LAUGHS] So when you go back home, have you got a job to or are you going to go back to uni?

James: Oh no, I've finished my degree.

Mitra: What, what in?

James: I did a degree in Geography and Geology. I think when I go back I'll probably get a job with the council but I'm not really worried about that at the moment. I really just want to have some fun.

Mitra: Mmm, sounds like you're gonna have some. Well, you never know, one of these days you may just see me and my boyfriend in England. [LAUGHS]

James: Oh that would be good.

Mitra: If my parents don't disown me first, of course.

James: Oh, do you want my advice?

Mitra: What?

James: For what it's worth, I think you should face up to them and tell them. I know it'll be hard in the short term.

Mitra: [GRUNTS]

James: But it'll pay off in the long run.

Mitra: Mm.

James: I'll tell you what. I'll email you my address and then if you are passing through you can give us a call.

Mitra: All right. I might just surprise you. Hm.

6C Living together

Robyn: Dorothy!

Dorothy: Robyn! Oh, I haven't seen you for years. How are you?

Robyn: Hello, very well. Now where have you been and what are you doing?

Dorothy: Oh, oh, I don't know where to begin. I am so frantic at the moment. I've got so much to do.

Robyn: Mm.

Dorothy: But here's some news. Lucas and I are moving in together. [LAUGHS]

Robyn: Oh, great! Quick but great.

Dorothy: No, not that quick. Two years we've been going out.

Robyn: Wow!

Dorothy: Can you believe that? So I've got my house on the market and ...

Robyn: Oh, you're not going to move!

Dorothy: Well, I don't know. I mean, I would love to stay here in Nambour but Lucas really likes Noosa.

Robyn: Oh tricky!

Dorothy: It is a bit, but first things first. We've got to sell my place so I've got to get rid of some furniture and ah...

Robyn: What did you decide? Where will you live?

Dorothy: Oh, I wish I knew. I mean Noosa's so expensive!

Robyn: Oh right! It's right on the beach.

Dorothy: Well, that's why, you see. Have you seen the

property prices there?
 Robyn: Well, it's really touristy.
 Dorothy: Yes so if we went to Noosa, we'd have to put Lucas's place on the market.
 Robyn: That's OK. You don't need two houses.
 Dorothy: Yeah, you know, the really ironic thing is that ever since we decided to move in together, it's been nothing but arguments, you know. I'm starting to get nervous.
 Robyn: Well, moving house is very stressful, more stressful than divorce.
 Dorothy: Oh, it sure is. It's just crazy.
 Robyn: But you're still going to move in together?
 Dorothy: Well that's the plan but I don't really know that it's such a good idea any more.
 Robyn: Come on. You've just got cold feet.
 Dorothy: Oh, I, I keep thinking about what I'm giving up, you know. My gorgeous house here, I'm a free agent. I do what I like, when I want to do it.
 Robyn: What does your mother think?
 Dorothy: Oh, when did I last listen to my mother?
 Robyn: [LAUGHS]
 Dorothy: She's pushing for marriage, of course. Oh, that's the last thing I want right now. I just want things to, you know, stay as they were.
 Robyn: Yeah, all care, no responsibility.
 Dorothy: Mm, I suppose.
 Robyn: Think of the warm feet on a cold night.
 Dorothy: Oh, I could get a dog for that!
 Robyn: Come on. What are you waiting for? It's now or never.
 Dorothy: Yeah, I suppose. He's gorgeous, you know. He's a real romantic. I get flowers all the time.
 Robyn: Oh. [MOANS]
 Dorothy: I get flowers for my anniversary. How long have you been married now?
 Robyn: Twenty-one years.
 Dorothy: And, ah, when did you last get flowers?
 Robyn: All right. Never.
 Dorothy: [LAUGHS] See?
 Robyn: Come on. You've just got the jitters.
 Dorothy: Yeah. I suppose. It's kind of fun though, thinking about setting up house.
 Robyn: Oh it's a whole new start. Think about the new furnishings.
 Dorothy: Yeah, it's just that there's so much to do.
 Robyn: Well, take some time off. Have you got some leave?
 Dorothy: I'm an idiot. I never thought of that. Yeah, of course I could do that.
 Robyn: There you go! What a great idea!
 Dorothy: Oh.
 Robyn: Now listen. Have you got time for a coffee?
 Dorothy: No, sorry but I have got time for a beer.
 Robyn: Oh great!
 Dorothy: [LAUGHS]

Unit 7 Crime and punishment

7A Crime buster

Tony: Good morning, it's Tony Chan on Facets. Today on our program our guest is Senior Constable Olympia Demos to talk about career and training for the police force. Good morning Olympia, welcome to the program.
 Olympia: Thank you Tony.
 Tony: What sort of services are the police offering these days?
 Olympia: Well, the police offer so many services now, it's almost hard to list them, from investigating major crimes such as murders, investigating accidents, to taking reports of stealing, to getting the cat from up the tree so to speak.
 Tony: Mm hm.
 Olympia: We have a lot of neighbourhood disputes we have to deal with, ha, I mean, the list goes on. There's domestic-related issues that police have to intervene in to protect people. The law enforcement aspect of policing probably takes quite a small part of the day

compared to the other customer service issues. You just don't know when you start the day as a duty officer what you're gonna end up with.
 Tony: So what do you need to be able to do as a police officer?
 Olympia: Well, um, peacekeeper yeah. Trying to negotiate between parties that have differences. You have to be a fairly confident person to be in the service, fairly mature and fairly assertive. And you also need to be able to cope with um well, you need a fair amount of patience because there's a bit of paper work involved.
 Tony: How does it feel to be a policewoman? Do your colleagues treat you differently?
 Olympia: Oh we're expected to perform the same duties as our male counterparts but in reality it's quite obvious that most women aren't as strong as men, but male offenders sometimes will back down a bit, but when they are dealing with women, our male officers do obviously support us. Modern policing is um ah how shall I say, more appreciative of women. In the past it wasn't as quite as accepted.
 Tony: What made you decide to become a police officer?
 Olympia: Oh, well, I have a Bachelor of Arts. I was a school teacher before I joined the police service. It's a career where you can help the community. There are so many different areas that I can specialise in, dog squad, horse, bikes, scientific investigation and diving.
 Tony: Well, thank you Senior Constable Olympia Demos for your time. I hope our listeners who wish to join the police force have got some ideas about the job you're doing.
 Olympia: Thank you, Tony.

7B A messy robber

Wanda: [SIGHS] Ah Hi John.
 John: Oh. Hello. Look who's finally decided to show up.
 Wanda: Oh look I'm so sorry.
 John: No, no, we heard you'd been robbed. Everything okay?
 Wanda: Oh look. [LAUGHS] It's fine but it's it's true we were robbed. That's why I had to go home early 'cause our next door neighbour, Mavis, God love her, rang us to say that we'd been robbed, so I rushed off.
 John: Um.
 Wanda: And apparently these people robbed three or four houses before us.
 John: No!
 Wanda: How stupid of them! Instead of just taking the loot and going, they broke into our house. Anyway Mavis the next door neighbour, she's always at home. And she saw them coming out of the front door, with all the loot, and chased after them, anyway dropped everything in the street so everyone got their things back.
 John: Oh those numbskulls! They didn't get anything at all?
 Wanda: Nothing! Can you believe it? And the most amazing thing of all was I'd left, in an envelope, on the dressing table, the money for our babysitter.
 John: Right.
 Wanda: But it was too obvious for them.
 John: They missed it.
 Wanda: I couldn't believe it! It was still sitting there on the dressing table. [LAUGHS]
 John: [LAUGHS]
 Wanda: Anyway so I got home from work. I didn't know any of it at this stage and I was hysterical and I walked in and Ray's sitting on the couch laughing his head off. All the neighbours' kids have got their little faces pressed up against the window.
 John: Yeah.
 Wanda: And there he is laughing and laughing. And I said, *What are you laughing for? We've just been robbed!* He said, *Oh, we're so lucky!* and I said, *What's so lucky about it Ray?* and he said, *Ah, they didn't take anything. And the men got caught. But the funniest thing was,* he said, *The funniest thing was when the police came into the house.* They said, *Oh gee, Mr*

Brawn, they've made a real mess of your house! And he said, *I didn't have the heart to tell them that's the way it always looks!* [LAUGHS]

John: [LAUGHS]
 Wanda: Oh.
 John: Oh I'll tell you. It'd be the same at my place. It looks like it's been ransacked at the best of times.
 Wanda: [LAUGHS]
 John: If a robber came into my place, he'd say, *Oh bugger someone has beaten us to it!* [LAUGHS]
 Wanda: [LAUGHS] So there are advantages to being messy housekeepers.
 John: Yeah. Well that'll be my excuse the next time someone comments on my untidy house.
 Wanda: Oh, I've just been robbed! [LAUGHS]
 John: All right we'd better get back to work
 Wanda: All right. Yeah. We'd better get back to work. Well look thanks a lot.
 John: Well, I'm glad you're OK.
 Wanda: Thanks for being so understanding. I'll see you later at the coffee break.
 John: OK. Bye

7C Drug problems

Danuta: Hey. Have you guys seen the new TV ads, the campaign for drugs?
 Graham: Mm hm.
 Ron: Was ...
 Danuta: I think it's a waste of money.
 Ron: Was that the one with the kids talking about what they wanted to be when they grow up?
 Danuta: Yeah.
 Ron: Oh, what an outdated concept! Who wants to be a fireman these days?
 Graham: You know, one girl in the ad said she wanted to become an English teacher.
 Danuta: Hm that's why she has to take drugs. [LAUGHS]
 Ron: [LAUGHS] Exactly.
 Danuta: Oh, you know, Susan, my daughter. She came home on the train yesterday and she ended up sitting next to a guy who was talking to her and it turns out he's on Methadone! Gosh when she came home she was so upset.
 Ron: Really! Why?
 Danuta: Well this guy got talking to her and he told her that he started taking drugs when he was thirteen. He used to get heroin from his father.
 Ron: What?
 Graham: That's appalling! I mean how could a man do that to his own child? Well, that man should be put in jail.
 Danuta: Mm, I agree.
 Ron: Oh, you mean the father was a junkie as well?
 Danuta: Oh yeah, he said that the father was a drug user himself.
 Ron: Oh it's so sad. Well, I think the whole approach is behind the times. I don't believe in dishing out jail sentences for drug offenders either.
 Graham: No I I agree.
 Ron: I mean what good does that do?
 Graham: I agree. I mean the drug problem is not going to go away.
 Ron: No. You know some states don't have drug rehabilitation programs at all?
 Danuta: Mm.
 Ron: Oh I reckon the authorities need a whole new approach if they really want to solve the problem.
 Danuta: Mm.
 Graham: Mm, I see what you mean, but I still believe that drug pushers should go to jail, just like they do it in Asia. I mean, I've seen them pushing drugs on high school students.
 Ron: Oh look, I know, it, it's dreadful but I still reckon a less heavy-handed approach could be the way to go.
 Danuta: Well look, it's a difficult problem. It's a problem that is not going to go away but I do think that this, this drug campaign is just not working.
 Graham: Mm, I mean, I think that you look at that TV ad, it must have cost an absolute fortune!
 Danuta: Oh, heaps!
 Ron: I'll say!

Graham: They'd be better off spending it on safe injecting rooms and seeing if that works.
 Danuta: Well, it's such a complex problem. I certainly don't know what the answer is.
 Ron: No. [SIGHS]
 Graham: Anyway. [SIGHS]

Unit 8 It pays to ask

8A Booking tickets over the phone

Operator: Welcome to Exclusive Ticketing. This is Harry. How may I help you?
 Vanessa: Oh hello, I'd like to book some tickets for the musical, *The Sound of Music*, please.
 Operator: Uh uh, that's *The Sound of Music* at the Capitol Theatre. Now the season starts on the 5th of May.
 Vanessa: So are there good tickets still available?
 Operator: Oh yes.
 Vanessa: Um, I want to get really good seats. It doesn't matter for when they are, as long as they're great ones.
 Operator: Now are you available to go to any performance?
 Vanessa: Preferably a Friday or Saturday night.
 Operator: Uh uh, and how many tickets are you after?
 Vanessa: Oh five. How much are the really good ones right in the front?
 Operator: Well all tickets are the same price. That's fifty-eight dollars ninety-five for adults. Ah there are no concessions for weekend nights. Now the next best available seats are on Saturday the twenty-eighth of June.
 Vanessa: The twenty-eighth of June?
 Operator: Mm hm. They'll be in the dress circle in row F.
 Vanessa: In the dress circle in the front, is that right?
 Operator: No row F is the sixth row in the dress circle. The seats are pretty much right in the centre of the row with a good view of the stage.
 Vanessa: All right. I'd like five seats, please.
 Operator: Mm hm, well the total cost is two hundred and ninety-four dollars seventy-five for five tickets plus three dollars ninety-five booking fee per ticket. That's three hundred and fourteen dollars fifty. And could I have your credit card number?
 Vanessa: Yes, it's a Visa card number 2-9-7-6- double 9 - double zero-2-5-6-1.
 Operator: Mm hm, and the expiry date?
 Vanessa: Eleven o three.
 Operator: Uh hm and could you give me the name as it appears on the credit card.
 Vanessa: Galovic and the first name is Vanessa. It's a bit tricky. I'll spell it for you. G-A-L-O-V-I-C.
 Operator: Thank you and the billing address of the credit card?
 Vanessa: 78 Parry Street, Fremantle 6160.
 Operator: And the telephone number?
 Vanessa: 9386 1927.
 Operator: That's 9386 1927. Now would you like the tickets mailed out to you?
 Vanessa: That'd be great, thank you.
 Operator: And that will cost two dollars seventy-five cents.
 Vanessa: Each?
 Operator: No for the lot which would be three hundred and seventeen dollars twenty-five cents.
 Vanessa: Okay.
 Operator: OK. Just to confirm. You've got five adult tickets to see *The Sound of Music* at the Capitol Theatre and that's on Saturday, the twenty-eighth of June at eight pm. Now the seats are located in the dress circle in row F seat numbers eighteen through to twenty-two. The total cost of your transaction comes to three hundred and seventeen dollars twenty-five cents which includes the three dollars ninety-five booking fee per ticket and the mailing cost. Ah, you should receive them within seven to ten working days. Now there's no refund or exchange or cancellation once the tickets are finalised. So I'll get you to get a pen and confirm the details with me. Now are you happy for me to

UNITS 1-8

Answers

proceed with this booking?
 Vanessa: Yes, I am, thank you.
 Operator: And do you have a pen to note down the booking number?
 Vanessa: I do.
 Operator: Okay. The booking number is 127 4007. So is there anything else I can help you with?
 Vanessa: No, that's everything. Thank you very much.
 Operator: Thank you very much for calling. Bye.
 Vanessa: Goodbye.

8B Changing an appointment

Secretary: Good morning, Dr Mann's rooms.
 Walter: Yes, good morning. Yes, I have an appointment with the doctor.
 Secretary: Hold the line please.

 Secretary: Sorry to keep you waiting. How I can help you?
 Walter: Oh that's all right. Yes, I have an appointment for a test but I'm sorry I won't be able to keep that appointment.
 Secretary: Tut. What was your name?
 Walter: Yes, it's Walter Maxwell. M-A-X-W-E-double L.
 Secretary: Walter Maxwell. Right, okay.
 Walter: Yes. Could I change the appointment to another day?
 Secretary: Possibly. Do you have your paperwork with you?
 Walter: What do you mean by paperwork?
 Secretary: Paperwork for the day surgery that Doctor's given you.
 Walter: Oh no. I went to see Dr Singh and he said...
 Secretary: Yes, he would have given you the paperwork. Do you still have that paperwork with you?
 Walter: I don't think he gave me anything. He just said to book for a test.
 Secretary: [SIGHS] He would have given you a sheet.
 Walter: Oh, I handed it to the person on the desk of the hospital where the test will be.
 Secretary: Right. All right, that's fine, I'll give you a new appointment.
 Walter: Oh good. Could you tell me the date for the new appointment please?
 Secretary: As soon as I have made it. Would you just wait one minute please? Could I have your last name again?
 Walter: Yes, it's Maxwell.
 Secretary: Maxwell. Right, if you just hold the line please. I have some paperwork to do to reschedule. There's quite a lot of stuff here to do. It's just a bit of rigmarole when people change their appointments. All right, I'll make that eight o'clock. Do you have a pen?
 Walter: Yes, I do.
 Secretary: Right. Eight o'clock, Thursday, the eighteenth of March. I'll have to check that with doctor first but if you don't hear from me, then that means it's all right. Could I have your contact number please?
 Walter: Yes, yes, my work number is 9-3-4-5-1-2-8-7.
 Secretary: 9345 1287. Right, so that's the 18th of March at 8 o'clock. Please be punctual.
 Walter: Yes, yes, yes. Ah thank you. Goodbye.
 Secretary: Goodbye.

8C What's in a name

Operator: Hello R and P Landscaping, Glen speaking. How may I help you?
 Maureen: Hello, my name is Maureen McIntyre. I'm calling from Box Hill Institute of TAFE. I'm the Course Coordinator for the Department of Horticulture. We're trying to find work placement for one of our students. Who should I be talking to?
 Glen: Ah, one moment, I'll put you through to Susan, our supervisor.
 Susan: This is Susan.
 Maureen: Hello Susan. My name is Maureen McIntyre from Box Hill TAFE. I'm looking to find a work placement for one of our students. As your company is a landscaping one, I wonder if you'd be able to help us.

Susan: Well, how long would the placement be for?
 Maureen: Only a week. To give the student an idea about the job.
 Susan: Okay. Well you understand that I can't give you a definite answer today. I'll have to run it past my manager first. Um, and I'll need some more details about the student and about your insurance arrangements.
 Maureen: Would you like me to fax to you or would you rather get an email?
 Susan: Fax'd be fine. I can pass it on to Ray, my manager.
 Maureen: Could you give me the number and the person to address the fax to?
 Susan: Yes, sure. Ah, address it to Susan Anderson.
 Maureen: Susan Anderson? I knew a Susan Anderson. She used to work with me in Geelong a few years ago. She was a Head Teacher at the time, then we got transferred. I don't know what she's doing now.
 Susan: Isn't that funny? I have a cousin by marriage with the same name as well. And she's a teacher.
 Maureen: Oh I wonder if that Susan Anderson's the same one that I know. Well, the one I knew was very nice and approachable.
 Susan: Well, my Susan's a lovely young girl.
 Maureen: Did you say young?
 Susan: Oh yeah, but I think anyone under forty's young! She'd be about ah 28.
 Maureen: Oh that's very young compared to me. The Susan that I knew was in her late forties. She must be fifty something by now. Well at least both Susans are nice.
 Susan: Well that makes three of us. Must go with the name. Still it's a pretty common name. There's a zillion of us out there.
 Maureen: Oh well.
 Susan: Yeah, well, where were we? Oh yes, ah the fax number it's 9-3-6-7-1-9-0-2.
 Maureen: I'll send that off straight away. Would you like me to call you back?
 Susan: No, no need to. I'll have a word with Ray and then I'll get back to you.
 Maureen: Thank you, Susan. I'll fax that off now.
 Susan: Terrific! Bye.
 Maureen: Bye.

Unit 1 All in the family

1A Long time no see

- 2 baby – a little miracle, six and a half pounds, congratulations, adorable
 work – booming, business, a hectic year, snowed under
 birthday party – a barbecue, drop in, a beer
- 3 a friends
 b to catch up with each other
- 4 a 6
 b 2
 c 4
 d 3
 e 5
 f 1
- 5 a Listen, I believe congratulations are in order.
 b You know, my two girls are both in their teens now.
 c Business is good?
- 6 a Yes
 b Yes
 c No
 d Yes
 e Yes
 f Yes
 g Yes
- 7 b, c, f
- 8 a to show friendship
 b a rock band
 c they thought ACDC was old fashioned.
 d Perth
- 9 a ten toes
 b miracle
 c beautiful
 d adorable
 e off
 f tear
- 10 a Oh don't, don't start.
 b Oh yes.
 c Good.
 d Ah, right.
 e Sounds good.
- 11 a greeting
 b greeting
 c agreeing
 d inviting
 e agreeing
 f inviting
 g leave taking
- 12 a wanting to look at her all the time
 b a strange person
 c increasing or doing well
 d saying it is bad
 e very busy
 f come over

1B Extended family

- 1 a extremely bored
 b no money, bankrupt
 c a sudden collapse of the stock market
 d British immigrants whose passage to Australia was paid
 e complaining
 f united

- 2 a 2
 b work colleagues
 c their fathers, relatives
- 3 a 8
 b 1
 c 6
 d 4
 e 10
 f 5
 g 2
 h 3
 i 9
 j 7
- 4 a because he lost a lot of money after the stock market crash.
 b because he was grateful to have it.
 c because the Japanese invaded Singapore.
 d because he hated the cold in England.
- 5 was, invaded, escaped, ended, didn't, got, met, had, finished, got, hated, hated, decided
- 6 b, d, f
- 7 a expressing disbelief
 b using humour
 c strongly agreeing
- 8 a Oh no.
 b Yeah.
 c Oh wow.

1C A lot on her plate

- 2 a feeling comfortable
 b work
 c more important than
 d days off work
 e refusing to work
- 3 a 4
 b family members
 c work
 d competitive
- 4 a i Ah, hey, Kimmy, are you going out tonight, darling, with the girls?
 ii Ah Kimmy, have you got a shift tomorrow, darling?
 b to avoid a fight
- 5 a False
 b True
 c False
 d False
 e True
 f True
 g True
- 6 a Dad
 b Kim
 c Mum
 d Mel
 e Dad
 f Mel
- 7 a exhausted
 b stinks
 c choice
 d unfair
 e immature
- 8 a agreeing
 b sympathising
 c complaining
 d clarifying

- e complaining
f complaining
9 a This really stinks
b You have to understand where he's coming from
c I'm a bit lost here.
d I want to have a life.
e Go and get a life.

1D Old age

- 1 shopping – checkout, trolley, supermarket
elderly mother – shuffle about, mixed up, four-wheel
walker, poor love
driving – rego, insurance, licence, no-stopping sign
2 a 3
b friends
c at a tennis match
3 a 1
b 6
c 3
d 4
e 2
f 5
4 a False
b True
c False
d False
e True
f False
g True
h False
i False
5 a ii, iv, iii, i
b iii, i, ii, iv
c ii, i, iii, iv
6 a How old is she, Ken?
b Is your mum still mobile?
c What? A bit like a motel?
d Do they have social outings for the residents.
e Oh how old was she then?
7 a, b, d, e, g
8 a get confused
b old women
c give up
d certainly, definitely
e to take
f is sure about what he wants

Unit 2 Somewhere in my youth

2A First day at school

- 1 a a little bag
b people I didn't know
c childcare
d stayed in one place
e mid-morning break
2 a 4
b 2
c sharing experiences
d starting school
3 a It was a very **small** school, stuck out in the desert. I mean the **school yard** was underdeveloped, of course, and all there were was scrubby **trees** and the ground was littered with sand and **bark** and that's what we used to play in during the **school** recess.
b There weren't many. It was, it was a **very** small school. I think it was **only** about twelve but there were **different** classes so the teacher had to, well, one teacher had to teach **all** seven classes at the same time.
4 a angry
b angry
c miserable
5 a Yes
b No
c Yes
d No
e Yes
f No

- g No
6 a Greg got teased about his case because they were meant to be for girls.
b Linda wore her best dress so she was angry with her mother.
c Gabi went to five different schools because her family didn't settle down.
d Linda sends her children to a public school because she thinks they're just as good.
e Greg went to a private school because his mother thought it was better.
7 a I bet your mum was pleased.
b Wow!
c What?
d How about that, ha?
e Not really.
f Oh that's a great idea.
8 a remember
b remember
c pleased
d hated
e believe
f think
g remember
h understand
i think
j thought
k understand
l think
m think
n think
9 a clearly
b located
c scattered untidily
d a triumph
e a perfect example
f a lot of money

2B East meets West

- 2 • schooling • food • cultures
• belonged • bigotry • opportunity
• fair-skinned • Kiwi • Anglo-Burmese
• racism • happiness • travel
3 a at work
b having a break
c friendly
4 a Anglo-Burmese
b English
c Asian
d Five
e 2
5 a She experienced racism.
b She had dark skin.
c She felt she had no-one to talk to.
6 a Mm, guess.
b Oh, really?
c Oh, not really.
d Ah, exactly.
7 a Asian food - love it
b Asia - love it all
c Her roots - Australian
d Going to school - really hard
e Australia - fantastic
f Being an Aussie - comfortable
8 a Where are you originally from?
b Do you speak Burmese?
c Do you know any Burmese people here?
d How old were you when you first came to live in Australia?
e You've done all your schooling here?
9 a I thought you might be from New Zealand but you don't sound like a Kiwi.
b I used to go with her sometimes but they all spoke Burmese!
c I had this romantic idea that I was part of it all. But my background's here.
d It makes it so easy to travel there. But my roots are Australian.

2C Farm boy

- 1 a a good time
b a farm in outback Queensland
c the bottom drawer of a chest of drawers
d our living standards
e his own farm
f the odd bit of excitement
g the gravel road
h the glass petrol pump
i a good lurk
j the school holidays
2 a 4
b 2
c at a dinner party
d life in the country
3 a Ray's father's farm
1 Type of wine
2 Monika's cousin
5 Ray's mother's car problems
3 Ray's early life
7 Request for more wine
6 Growing up on a farm
4 a lovely
b Germany
c country
d father
e excitement
f lonely
g wine
5 a Yes
b Yes
c No
d Yes
e No
f No
g No
h No
i Yes
j Yes
6 There was the odd bit of excitement though. Like I remember one day Mum was coming to pick us up **from school** one day and we saw her coming **in the distance** when the car suddenly stopped and had smoke billowing out **from under the bonnet**.
Well see stones had been thrown up **from the gravel road** and ah, had busted the glass, um, petrol pump. The petrol had spurted **all over the engine** and the entire thing had caught fire!
Oh she was fine but you know, being a city girl she had no idea how to handle the situation!
Well she didn't know to throw sand **on it** or smother it with the blanket. One of the locals came to our aid, drove us home.
7 a So why were you born in Sydney, Ray?
b So were you brought up in Sydney?
c So what sort of farming did your father do?
d So you were a farm boy!
8 a Because she liked the nothingness!
b Get out your violins everyone.
c At least we managed a cot for our first born.
d Well, of course not.
e Oh, that's a good lurk.
9 a bottle-o
b to have a hankering
c to start out
d busted
e to come to our aid
f a lurk
g no way

Unit 3 We are what we eat

3A How to make gazpacho soup

- | 1 Foods | Cooking equipment | Cooking actions |
|--|-------------------|-----------------|
| cucumber | oven | peeled |
| tomatoes | bowl | de-seeded |
| onion | | dry fry |
| stock | | blend |
| vinegar | | add |
| capsicum | | |
| cROUTONS | | |
| basil | | |
| garlic | | |
| 2 a in a cooking class | | |
| b a teacher | | |
| c instructional | | |
| 3 a 6 | | |
| b 2 | | |
| c 1 | | |
| d 7 | | |
| e 8 | | |
| f 3 | | |
| g 4 | | |
| h 5 | | |
| 4 a False | | |
| b False | | |
| c False | | |
| d True | | |
| e True | | |
| f False | | |
| g False | | |
| h True | | |
| 5 a to begin | | |
| b First | | |
| c Next | | |
| d and then | | |
| e turning now | | |
| f first | | |
| g Next | | |
| 6 a It's quite nice actually. | | |
| b It's quite refreshing. | | |
| c It's very popular in Spain and Mexico. | | |
| 7 a we're | | |
| b we've | | |
| c haven't | | |
| d I'm | | |
| e it's | | |
| f We've | | |
| g You'll | | |

3B Food and fashion plate

- 2 a *Designer* means someone who works out how something should look.
b *Serving* means amount of food you eat at a meal.
c *Convinced* means certain.
d *Gorgeous* means very attractive.
e *Rude* means impolite.
f *Protein* means a substance found in foods such as tofu, meat and cheese.
g *Fibre* means tough tissue found in plants.
3 a 3
b in a restaurant
c fashion
d friends
4 a 3
b 5
c 4
d 1
e 6
f 2
5 a driving
b friend
c size
d designer
e watch
f order

- 6 a No
b No
c Yes
d No
e No
f Yes
g No
h No
- 7 a i huge
ii desperately
iii loves
iv Gosh!
v furious
vi so
b It doesn't stop her from wearing, you know, the latest fashion clothes, **really** expensive, **really** fashionable and sometimes **really** ridiculous!
c How **upsetting** is that?
8 a She's a designer and she wants to look good in clothes but every time we go out, she orders this huge meal, but she doesn't eat it.
b Well, she's desperately wanted to be a model but she can't be because you know, models are slim and gorgeous.
c No, no. I mean she knows she's chubby and she doesn't feel great about it but, you know, I mean, every time I see her I think, *Gosh! What's she going to turn up in?*
d She argued she had very good money to spend and was prepared to pay. But the shop owner still said, *No*.
9 a Well, I have a friend
b Look a friend of mine
c Oh, look, I know that

3C Obesity in children

- 1 a research - to study and document facts
b obesity - being very fat
c epidemic - when many people have a disease
d alarming - causing worry
e physical labour - working with the body
f processed food - food that is not natural
g calories - units showing energy value of food
h diabetes - disease related to sugar in the body
i blood pressure - the force of the flow of blood
j joint problems - difficulties with ankles, knees, etc
k Indigenous - native to a place
l junk food - food with no nutritional value
m recreational facilities - equipment for leisure activities
2 a on the radio
b day time
c overweight children
3 reduced physical activity
changed eating habits
4 People
• don't do physical labour at work
• don't walk
• don't allow their children to cycle or play after school
• don't allow their kids to exercise
People
• sit in front of their computers for eight hours a day
• do absolutely nothing
• drive
• drag their kids inside and sit them down
• eat too much processed food
5 a Kerry
b it is dangerous for kids to be outside
c fat and calories
d heart disease, diabetes, high blood pressure, problems with their joints
e less educated people, people on low incomes, newer migrant groups, Indigenous Australians
f The kids lost weight.
6 (Any three answers)
take the problem seriously
control junk food advertising
make more recreational facilities available
look at the number of hours children spend watching TV
7 a According to medical research, obesity is **fast** becoming the **most** serious and **costly** disease among our children!
b Now to discuss what lies behind the obesity **epidemic**

- and what treatment can help to **stem the tide** I'm joined by Dr Thomas Gold.
c The current figures on obesity among children and the adult population are quite **alarming**.
d A lot of **chronic** diseases that we'd normally associate with ah, middle and late age.
e And, and in which sectors of the community are we seeing the **highest** levels of obesity?
f Mm, and you're asking the government to get involved in this as a **major** public health issue, aren't you?
g The **problem** needs to be taken **seriously**.
8 a To today's program: *Overweight Kids*.
b I'm joined by Dr Thomas Gold.
c That's true.
d Oh, well, there's the safety issue.
e Oh certainly agree with that!
f Dr. Thomas Gold, thank you very much.

Unit 4 Getting of wisdom

4A Course inquiry

- 2 a 3
b strangers
c to find out about a course
3 a 3
b 2
c 4
d 5
e 1
4 a Launceston
b hospitality
c six months
d Certificate Two
e yes
f always easy to find work
5 a hat, a scarf, knives, double-breasted jacket, checked pants, heavy-duty shoes
6 a Food
b coffee
c employment
d decent, heavy-duty, steel-capped
e commercial kitchen
7 Good morning. Launceston TAFE Hospitality. How can I help you?
Oh, ah, good morning. Could I speak to Wayne, um, Hawkey, is it?
May I ask who's calling please?
Ah, Maria Martinelli.
Just hold the line, I'll put you through.
8 a to remind Wayne of their first meeting
b to be polite and not to sound too demanding
c to show that she does not want to waste his precious time
d to give her reason for calling
e to remind Wayne
f to ask him to slow down so that she can write the information
9 a would
b might
c would
d could
e could
f can

4B Hospitality class

- 1 vegetarian dishes, julienne carrots, mushroom stalks, bok choy bulbs, Shitaki mushrooms, soybean curd
2 a 3
b teacher, students
c 2
d vegetarian dishes
3 Dish 1: baby bok choy, Shitaki mushrooms, capsicum, savoury tofu
Dish 2: carrots, Moroccan pasta

- 4 a savoury
b soybean curd
c grubs
d imported
e stalk
f flavour
g brunoise
h refined
i soak
j julienne
k eyes
l presentation
5 a False
b True
c True
d False
e True
f False
g False
h True
i False
6 a Today we're going to do some more vegetarian dishes.
b What we've got here is two types of tofu.
c I'd like now to move on to other vegetables.
d We've got baby bok choy over there.
e Time is getting short so let's start.
7 a People eat with their eyes.
b You've already lost half the battle.
c Time is getting short.

4C A meeting

- 1 study tour, lesson plan, school holidays, school break, high season, final costing, financial situation, Year Ten, three weeks
2 a I feel hopeful.
b I'm not convinced we'll get the funding.
c under the guidance of adults
d Don't assume we'll get the funding.
e How much will it cost us?
3 a at a school
b France
c to discuss how to get their application for funding accepted
4 Problems: Why funding's been refused
1 Too many applicants
2 Three weeks spent out of school
3 The students are too young
Solutions to the problem
1 Change the time of the tour so they spend more of their school holidays in France.
2 Submit lesson plan so they can see what the students will study.
3 Year 9 students will soon be in Year 10 so they're not too young to travel.
5 a No
b No
c Yes
d No
e Yes
f No
g Yes
h No
i No
6 a funding
b chance
c set us back
d putting it off
e December
7 a two weeks
b the principal hasn't done a final costing yet
c send him a letter or email telling him what they think should be happening
d in two weeks
8 a however I wouldn't be placing a bet on getting the funding.
b so how we're going to deal with these problems is that...
c so they can see what our students will study.
d then they're not too young to travel under supervision.
e because it will be in high season

4D Too old to learn

- 1 formal education - a degree, HSC, an accounting course, a certificate
lifestyle classes - creative writing, pottery, relaxation course, yoga
students - a mature-age student, an early school leaver
2 a 3
b 2
c 1
d studying as a mature-age student
3 a 2
b 6
c 3
d 4
e 1
f 5
4 a, d, e, f, g
5 b a bee in her bonnet
c nervous
d a bit embarrassed
6 a, d, e, f
7 yoga, relaxation courses, creative writing, distance learning, pottery, lifestyle courses
8 a Oh yeah, absolutely
b Yeah?
c Oh right.
d No.
e Exactly.
f Oh absolutely.
9 a extraordinary
b hard
c bloody
d awful, believe
e bloody
f inclination
g tough
10 a an obsessive idea about something
b go ahead and do it
c learn
d pleased, happy
e to try hard, persevere
f to do a few things at the same time
g admire her

Unit 5 Our brilliant careers

5A Personal shopper

- 2 high school
personal shopping
online
shopping lists
website
shift manager
downloads
minimum wage
sleeping pattern
3 a 2
b neighbours
c at Debbie's house
d to share information
4 a Sandy is Kathy's eldest child.
b Sandy has just finished high school.
c Sandy has fair hair.
d Sandy has a pierced lip.
5 a Debbie works as a personal shopper.
b Debbie works for Supermart Online.
c Debbie works at Collingwood.
d Debbie's position is casual.
e Debbie works a maximum of five days per week.
f Debbie finds the work a bit monotonous.
g Debbie starts work at 6 pm.
6 a varies - advantage
b think - advantage
c monotonous - disadvantage
d above - advantage
e bother - advantage
f pattern - disadvantage

- 7 a probably - greeting
b I'm - identifying self
c number - identifying self
d next - identifying self
e you - clarifying
f through - clarifying
- 8 a exactly
b have to do
c start
d through
- 9 a Well, I work for Supermart Online, it's called, in Collingwood. **And** you're right, I'm a personal shopper.
b People send in their shopping lists over the Internet to our website **and** then the shift manager downloads the shopping lists.
c It can be up to five days a week **or** as little as one day a week.
d It can be a bit monotonous though. **But** the pay's OK.
e It actually doesn't bother me **because** I get to make more money if it's after midnight.
f I'll talk it over with Sandy **and** see what she thinks.
- 10 a Hello. Ah look, I'm sorry this probably sounds a little bit strange but are you Debbie?
b Oh, sorry, from, ah, from number 18, just down the road.
c Um, sorry, Elsie next door gave me your name. Ah she said that ah, you have a job as I, I think she said a personal shopper or something like that.
d She's going to uni and ah, we were just wondering about you know a a casual job for her and your sort of personal shopping sounded like it might be something she could do.
e Um, I don't really know much about it, though.
f Mm, yes, see that could be a bit of a problem. Anyway look I, I'll talk it over with Sandy and see what she thinks. But that sounds quite interesting actually.
g Oh that's lovely. Thank you very much.

5B Shark feeder

- 1 shark feeder
chain mail
food preparation
wetsuits
human error
aquaculture
fish farming
scuba diver
- 2 a in an aquarium
b to give information
c school students
d feeding the animals
- 3 a True
b False
c True
d False
e False
f False
g False
h False
i True
- 4 a 4
b 3
c 2
d 6
e 1
f 5
- 5 a do
b do
c don't
d do
e do
f do
- 6 a We feed the sharks from the front because they can turn their heads very quickly to the side.
b Whatever bites the divers here have suffered have been due to human error.
c One of the guys wasn't watching where he was and a shark came from behind, took his head in its mouth!
d And we always dive in pairs so that you can ring the alarm if somebody gets badly hurt.
- 7 Well, basically we **start** the day with food preparation. **First** we defrost the frozen fish and the squids from the market. **Then** we get the feed tubs ready. **Next** we pop our

wetsuits on and then we start the feeding. The big stingrays are first and **so on** and **so on** and we finish up **lastly** with the sharks.

- 8 a With the sharks?
b Like what?
c No, I wouldn't either.
d Any other questions today?
e Anything else?
- 9 a Yes
b Yes
c No
d No
e No
f Yes
g Yes

5C Job discrimination

- 1 working week
TAFE certificate
engineering company
sexy-looking redhead
qualified welder
Anti-Discrimination Board
- 2 a 2
b to give opinions
c on the radio
d they disagree
- 3 a 1
b 4
c 7
d 3
e 6
f 2
g 5
- 4 Now I **rang** up an engineering company to apply for a job as a welder and I **did** that this morning but they **told** me that the position **had been filled**. Now I've **had** this problem before so I **got** my husband to ring back straight away and they **told** him that the position hadn't **been** filled. That he should send in a résumé and they'd organise for an interview. So I **called** them straight back and **told** them that I **wanted** to apply but they **said** I could but it wouldn't get me anywhere.
- 5 a certificate
b turning and welding
c someone had been given the job
d résumé
e it's their money
f Anti-Discrimination Board
- 6 a **Look**, my attitude to this is that people should be allowed to employ who they like.
b **Look**, I think the idea of discrimination is a nonsense when it comes to employment.
c **I mean**, if the boss wants to employ a sexy-looking redhead he should be able to do so.
d **I mean**, it's his company, it is his money.
e **I suppose** it's so but I really don't agree.
f **I mean**, I can see your point but I'm a qualified welder.
g **Look**, They just didn't even give me a chance.
h **Look** I agree it's tough.
i **Look**, I agree with everything you've said, Sue, but it's up to the employer.
- 7 a should
b could, wouldn't
c should
d should
- 8 a Sue
b Bob
c Bob
d Sue
e Bob
- 9 a expressing an opinion
b expressing an opinion
c expressing an opinion
d disagreeing
e disagreeing
f making a suggestion
g agreeing
h disagreeing

- 10 a it wouldn't get me anywhere
b the idea of discrimination is a nonsense
c a sexy-looking redhead
d politically incorrect
e they'll give you a hearing
f put you in touch with

5D Ms Know-all

- 2 a more self-satisfied
b bitter
c characteristic
d insistent
e open hearted
- 3 a 4
b to gossip
c work colleagues
d Brian
- 4 a False
b False
c True
d False
e False
f True
g False
- 5 Sharon is smug.
Sharon is difficult.
Sharon is demanding.
Sharon is a flirt.
Sharon is greedy for money.
- 6 **Segment a**
Nicole: I knew it. I mean he's been looking **so** sad, haven't you noticed? He's been **really** quiet.
Carol: Yeah, yeah.
Nicole: And Sharon has been smugger than ever. She is **such** a heart breaker.
Carol: Yeah, **absolutely**.
Nicole: **Such** a cow!
Carol: And loves it too.
- Segment b**
Nicole: Anyway apparently that's only part of why he's actually leaving.
Sarah: Ooh, what else?
Nicole: Well he reckons Sharon has just like been **really** difficult. It's just **so** typical of her.
Carol: Mm.
Nicole: And she's **so** demanding. Have you seen her with that new guy? Have you met him yet, Tim?
- Segment c**
Carol: He'll be all right. He'll find someone else. He's **such** a gorgeous guy!
Nicole: I know but just think of **all** the money that he has spent on **that** girl. He has been **so** generous.
Carol: Mm.
Nicole: Bought her the **most** beautiful presents.
- 7 a Yeah, absolutely. And loves it too.
b And how's Brian? Is he upset?
c Oh really? Gosh, well you can't blame Brian, if it was acrimonious. He's such a nice bloke but you can't say the same thing about Sharon. Woooo.
d Yeah but that's not going to stop Sharon if she's after him. She'll do anything to get a bloke.
- 8 a guess
b Adelaide
c haven't, really
d actually
e seen, met
f moving, going
- 9 a broken up
b heart breaker
c cow
d acrimonious
e flirting
f gold digger
g poor as a church mouse

Unit 6 No place like home

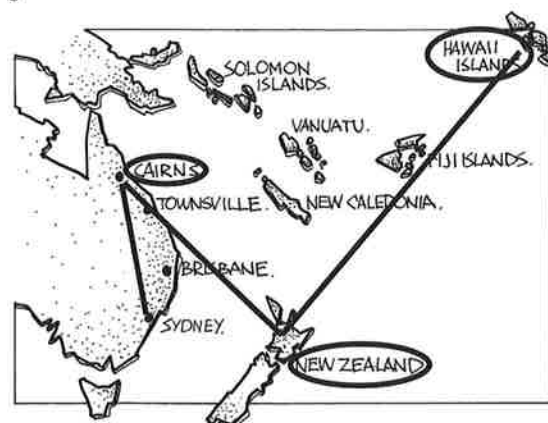
6A A roof over your head

- 2 open day
public housing
waiting list
permanent resident
application form
bank statements
income limit
driver's licence
- 3 a **eligibility** means suitability
b **unemployment** means not having a job
c **homelessness** means not having a home
d **register** means to put your name on a list
e **evicted** means to be put out of your home
f **visa** means stamp on passport which gives you permission to enter a country
- 4 a at a meeting
b public housing
c to inform
- 5 a Topic 1 is the history of the Department of Housing
b Topic 2 is eligibility for public housing
c Topic 3 is application procedures for public housing
- 6 a False
b True
c False
d True
e False
f False
g True
h False
- 7 a No
b No
c Yes
d No
e No
f Yes
- 8 Well, number one, you **have to** be a citizen or a permanent resident of Australia and be a resident of New South Wales because the Department of Housing is for New South Wales. Ah it's different across the states. Number two, you **have to** meet our financial eligibility criteria. For one person at the moment, you **can't** earn more than \$395 a week gross. For two people it's \$500 a week. So basically public housing is for people with very low incomes. Number three, you **can't** be a property owner. And number four you **have to** be over the age of eighteen.
- 9 First you'll **get** a ticket. Then you'll **sit** down and **wait** until the client service officers **come** out to **give** you advice and you'll **pick** up an application form there. If you're just **applying** to go on the waiting list, you'll be **asked** to show us bank statements of your savings for the last three months. This is just to **clarify** that you're meeting our income limit. You are **required** to show your passport or driver's licence with photo ID. The passport **is** to determine your permanent residency or appropriate visas. Then you **can** go on our list. Finally you'll **receive** a letter that says you've been approved.

6B Have backpack, will travel

- 2 a packed with people
b living room
c travellers
d visiting Australia
e refuse to know
- 3 a 2
b young
c travelling
moving out of home
accommodation
having fun
d acquaintances
- 4 **REDFERN**
5 bedroom house \$580 per week. **Big** quality **kitchen**, internal laundries, **large lounge** and **big** sunny **backyard**. Close to Uni and train. City views. Parking available. **Minimum 3 months** lease

BEST HOUSE IN AREA
GOOD FOR SHARING
BE QUICK
Phone South City Council 9345-6789 for inspection



- 6 a So I think I'll stay on for another few months and then my girlfriend and I will head up the coast.
b Oh, it's simpler like that! I'll tell them one day, maybe!
c I think when I go back I'll probably get a job with the council but I'm not really worried about that at the moment.
d But it'll pay off in the long run.
e I'll tell you what. I'll email you my address
- 7 a want
b love
c know
d love
e love
f think
g want
- 8 a Oh, that's nice and close.
b Eight people!
c Oh, what fun!
d Oh how beautiful!
e You're joking!
f Oh that would be good.
- 9 a I just know my parents are going to have a fit.
b My parents have all these values that are like decades old.
c My parents would completely freak out!
d My parents don't even know I've got a boyfriend!
e They'd die if they knew he was Australian.
f If my parents don't disown me first, of course.
- 10 a a place of my own
b a good-size backyard
c freak out
d have a fit
e doing exchange programs
f head up the coast
g to face up

6C Living together

- 1 property prices
cold feet
free agent
real romantic
new furnishings
- 2 a 2
b in the street
c Dorothy and her new partner
- 3 a Lucas
b 2 years
c Nambour
d No
e No
f Yes

- 4 a Come on. You've just got cold feet.
b Think of the warm feet on a cold night.
c Come on. What are you waiting for? It's now or never.
d Well, take some time off. Have you got some leave?
- 5 a surprise
b humour
c humour
d humour
- 6 a haven't
b are
c 've got, 've got
d don't
e 've
f pushing
g get
h got
- 7 a i I mean Noosa's so expensive!
ii Well, it's really touristy.
iii It's been nothing but arguments.
iv Oh, it sure is. It's just crazy.
v My gorgeous house here
vi He's a real romantic.
b Wow!
c Can you believe that?
- 8 a busy
b up for sale
c do things in order
d not for local people
e getting nervous
f with no responsibilities
g wanting

Unit 7 Crime and punishment

7A Crime buster

- 1 a a lot of neighbourhood disputes
b domestic related issues
c quite a small part of the day
d the other customer service issues
e a fairly confident person
f our male counterparts
- 3 a 2
b interview
c a career in the police force
- 4 a 3
b 5
c 4
d 2
e 1
- 5 investigating crimes
dealing with reports of theft
dealing with neighbourhood disputes
investigating murders
investigating accidents
- 6 a True
b False
c True
d False
e False
f True
g False
h False
- 7 It's a career where you can help the community.
There are many different areas in which to specialise.
- 8 b So what do you need
c How does it feel
d Do your colleagues
e What made you decide
- 9 a to deal with
b the list goes on
c what you're going to end up with
d paper work
e to back down

7B A messy robber

- 1 a idiots
b have the courage
c laughing heartily
d made messy
e when conditions are good
f oh no
- 2 a 2
b at work
c at home
d to recount events, to give an explanation
- 3 a 2
b 4
c 7
d 6
e 3
f 1
g 5
- 4 a True
b False
c False
d True
e True
f False
- 5 a but it's true we were robbed
b 'cause our next door neighbour... rang us.
c And apparently these people robbed three or four houses before us.
d so everyone got their things back.
e But it was too obvious for them.
- 6 a saw, chased
b dropped, got
c left
d was
e got, know
f was, walked
- 7 a we're, What's, didn't
b That'll
c I've
d we'd
e you're
- 8 a God love her, rushed off
b amazing
c hysterical, laughing his head off
d made a real mess of
e the heart

7C Drug problems

- 1 heroin - a dangerously addictive, illegal drug made from morphine
pusher - someone who sells drugs
junkie - someone who is addicted to drugs
safe injecting room - a place where addicts can take drugs under medical supervision
Methadone - powerful pain-relieving drug used for the treatment of drug withdrawal symptoms
rehabilitation program - program designed to help addicts overcome their addiction
drug offenders - people caught by the police for drug-related crimes
- 2 a 3
b at work
c the effectiveness of an anti-drugs campaign
- 3 a 1
b 3
c 5
d 4
e 2
- 4 a True
b False
c True
d True
e False
f False
g False
- 5 a waste (-)
b outdated (-)
c appalling (-)
d behind the times (-)

- e less heavy-handed (+)
f difficult (-)
g absolute (-)
- 6 a doesn't achieve anything.
b drug rehabilitation programs.
c be jailed like they are in other countries.
d ineffective
e introducing safe injecting rooms.
- 7 a has to
b could, should
c need
d should
e could be
f must
- 8 a Exactly.
b What? / That's appalling!
c Mm, I agree.
d Oh it's so sad.
e Oh heaps! / I'll say!

Unit 8 It pays to ask

8A Booking tickets over the phone

- 1 dress circle, expiry date, booking fee, credit card, adult tickets
- 2 a discounts, usually available for children and pensioners
b to check that all the booking details are correct
c the booking and payment of tickets
d to give back or repay the money
e to swap the tickets for another performance
f to not want to go to the show once the booking has been made
- 3 a a musical
b 5
c June
- 4 b May 5th
c \$58.95
d No
e June 28th
f dress circle
g \$294.75
h \$3.95
i \$2.75
j \$317.25
k 1274007
- 5 a 2976 9900 2561
b 11/03
c Vanessa
d Galovic
e 78 Parry Street
f Fremantle
g 6160
h 9386 1927
- 6 a Yes
b No
c No
d Yes
e No
f No
g No
- 7 a I'd like to book some tickets for the musical *The Sound of Music*.
b Oh yes.
c Preferably a Friday or Saturday night.
d Oh five.
e All tickets are the same price. That's \$58.95 for adult.
f No, that's everything. Thank you very much.
- 8 a The 28th of June?
b is that right?
c Each?

8B Changing an appointment

- 1 a arrange a new appointment time
b many things to do
c a complicated process
d on time
- 2 a a man and a woman
b impatient
- 3 a Walter Maxwell
b the paperwork
c handed it in to the hospital
d Thursday 18th March at eight
- 4 a Yes
b Yes
c No
d Yes
e Yes
f No
g No
h No
- 5 a would
b would
c soon, just
d just
e quite
f bit
g Please
- 6 a Yes, I have an appointment for a test
b It's Walter Maxwell.
c What do you mean by paperwork?
d As soon as I have made it.
e Yes I do.
f Yes my work number is 93451287.

8C What's in a name?

- 2 a someone who manages educational programs
b the science of growing fruit, vegetables, flowers or plants
c work experience
d involved in designing attractive gardens
e easy to get on with
f somewhere between 50 and 59 years old
g many of us
- 3 a 3
b strangers
c to find work experience for a student
d Susan
- 4 a Maureen McIntyre
b Box Hill Institute of TAFE
c Course Coordinator
- 5 a No
b No
c No
d Yes
e Yes
f No
g No
h No
- 6 a 3
b 1
c 5
d 2
e 6
f 4
g 7
- 7 a How may I help you?
b Who should I be talking to?
c One moment, I'll put you through.
d I wonder if you'd be able to help us.
e I'll have to run it past my manager first.
f Would you like me to fax to you or would you rather get an email?
g Yeah, well, where were we?
h Would you like me to call you back?
- 8 a nice and approachable
b lovely young
c under forty
d in her late forties
e fifty something, nice